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ABSTRACT

Using an opinion questionnaire with students, parents, and school personnel and personal interviews with secondary students, a Kentucky research study examined the extent of sex bias in vocational programs, the factors contributing to the enrollment of nontraditional students, and the barriers or problems affecting the enrollment of nontraditional students in the state's vocational education programs. Additional objectives were (1) to determine the effects of socioeconomic status, attitudes toward education, and the culture of the geographic area upon enrollment in nontraditional programs, (2) to make basic recommendations for the elimination of existing stereotyping and bias, and (3) to compile a sex fair comprehensive bibliography of vocational education materials. Selected conclusions include these: all respondents felt vocational teachers exhibited sex fair behavior; students and their parents are unsure as to how nontraditional students were treated by counselors; all groups except the principals were unsure as to whether principals saw the need to eliminate sex bias in the community; and students do not feel that they are adequately prepared for the possible problems and barriers a nontraditional job seeker may experience. Among the eight recommendations made are those supporting increased parental involvement, student orientation to legal rights relative to sex fairness in education, the development of a sex-fair standardized method of student selection for over-capacity vocational courses, and an interdisciplinary approach to encourage the enrollment of nontraditional students. (The fourteen appendixes include survey instruments, summarized responses, and various forms and procedures used. The bibliography is available as a separate document--see Note.) (Author/MEK)

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FINAL REPORT

AN ANALYSIS OF SEX-ROLE STEREOTYPING AND SEX BIAS IN SECONDARY VOCATIONAL EDUCATION IN KENTUCKY

by

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BEST COPY AVAILABLE

September, 1979
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ABSTRACT

PROJECT TITLE: An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky

PROJECT DURATION: March 1, 1978 - August 31, 1979

OBJECTIVES: The objectives of this research project were: (a) to assess the extent that sex bias exists in vocational programs at the secondary level in Kentucky; (b) to identify factors contributing to the enrollment and problems/barriers that nontraditional vocational students encountered upon enrollment in vocational programs; (c) to determine the effects of socioeconomic status, attitudes toward education, and culture of the geographic area upon enrollment in nontraditional vocational programs; (d) to provide basic recommendations for a model to use in vocational education to aid in eliminating sex stereotyping and sex bias; (e) to compile a sex fair comprehensive bibliography of vocational education materials.

PROCEDURES: Three instruments to assess the extent of sex stereotyping and bias were developed and are listed as follows: (1) Opinion Survey, (2) Traditional Student Interview Guide, and (3) Nontraditional Student Interview Guide. The Opinion Survey instrument was administered to a statewide target population of secondary principals/administrators, secondary vocational counselors, secondary vocational teachers, secondary nontraditional vocational students and their parents, and secondary traditional vocational students and their parents within 14 vocational regions. Interviews were conducted with only secondary traditional and nontraditional vocational students. A bibliography of sex fair vocational education curriculum materials, sex equity organizations, and other resources related to sex bias was compiled during the course of this project.

CONTRIBUTION TO EDUCATION: The Opinion Survey instrument and personal interviews assessed the extent of sex bias, identified factors contributing to the enrollment of nontraditional students, and identified barriers/problems affecting the enrollment of nontraditional students in vocational education programs. The project final report includes recommendations to aid in the elimination of sex bias and a supplemental bibliography for use by vocational educators which will be disseminated by the Kentucky Bureau of Vocational Education.

PRODUCTS DEVELOPED BY THE PROJECT: The following products have resulted from this project: a comprehensive bibliography of sex fair vocational education curriculum materials and other related resources on sex bias and a vocational program model conceptualization for eliminating sex bias and increasing the enrollment of nontraditional vocational students. The bibliography is published as a separate document.

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AN ANALYSIS OF SEX-ROLE STEREOTYPING AND SEX BIAS IN SECONDARY VOCATIONAL EDUCATION IN KENTUCKY

CHAPTER I

INTRODUCTION

Title II of the Education Amendments of 1976, P.L. 94-482, includes provisions to develop and implement programs to overcome sex bias, sex-role stereotyping and discrimination in vocational education.

This study reflects one of the efforts of the Kentucky State Board of Occupational Education to eliminate sex bias, sex-role stereotyping and discrimination in its vocational education programs; thereby furnishing equal educational opportunities to both sexes.

Need For the Study

A host of equal opportunity legislation has been passed in the last few years. This legislation and ensuing regulations have placed increased responsibility on state and local administrators to ensure that all vocational education programs and activities are free from sex bias, sex-role stereotyping and discrimination.

The thrust for equal opportunity began with the Civil Rights Act of 1964 and was followed by several Executive Orders concerning equal opportunity. Title IX of the Education Amendments of 1972 builds upon the Civil Rights legislation by adding "sex" to the basis on which a person may not be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance.

The Department of HEW, Office for Civil Rights' 1974 Survey of approximately 1,400 area vocational education schools revealed that vocational education schools maintained a pattern of segregation based on race and sex in vocational education. In 1976, the Bureau for Adult and Occupational Education reported that women are still concentrated in courses identified as "intended" for them.

For the academic year 1977-78, the Kentucky Occupational Information Unit in the Bureau of Vocational Education reported a total enrollment of 168,900 secondary students in vocational education programs. From the total enrollment, only 9,194 of the students were identified as enrolled in a nontraditional vocational education program. It also reported that seventy-eight percent of the females in vocational education programs were enrolled in consumer and homemaking or a combination of consumer and homemaking and gainful home economics, business and office, health careers, and distributive education and that only four percent of the females in vocational education programs in Kentucky were enrolled in trades and industry.

The Kentucky State Board of Education, Bureau of Vocational Education, in its attempt to implement the sex equity provisions of P.L. 94-482, felt that an assessment of the attitudes of vocational administrators, counselors, teachers, students and parents might provide insights needed to eliminate sex bias, sex-role stereotyping and discrimination in its vocational education programs. As a result, a 15-1/2 month project was funded by the Bureau of Vocational Education with Western Kentucky University to collect and analyze data relative to attitudes toward sex bias, sex-role stereotyping and discrimination in secondary vocational programs in Kentucky.

Objectives of the Study

1. To identify all students enrolled in nontraditional secondary vocational education programs in Kentucky for the period of July 1, 1976 to December 31, 1979.
2. To identify factors which contribute to enrollment in nontraditional training programs by students of either sex.
3. To identify problems/barriers which either male or female students encountered upon enrollment in and completion of nontraditional training programs.
4. To determine the extent to which sex-role stereotyping and sex bias exist in secondary vocational education in Kentucky.
5. To determine the effects of socioeconomic status, attitudes toward education, and culture of the geographic area on the enrollment of either male or female students in a nontraditional vocational education program in Kentucky.
6. To obtain information regarding attitudes concerning sex bias of administrators, counselors, vocational teachers, parents, and vocational students in schools with either male or female students enrolled in nontraditional programs in Kentucky.
7. To obtain information regarding attitudes concerning sex bias of administrators, counselors, vocational teachers, parents, and vocational students who are enrolled in traditional vocational programs in Kentucky.
8. To provide periodic input in the Bureau of Vocational Education staff and participating vocational institutions from which inservice activities may be structured to reduce sex-role stereotyping and sex bias in vocational education.

9. To provide recommendations for a model to use in vocational education to aid in eliminating sex-role stereotyping and sex bias.

10. To compile a comprehensive bibliography and description of available sex-role stereotyping and sex bias vocational education materials.

Definition of Terms

1. Barrier - a real or imaginary obstacle to reaching a goal.

2. Nontraditional vocational program - an area of instruction not usually entered by members of both sexes.

3. Secondary - secondary gainful vocational programs; students enrolled in grades 9-12 in high schools and area centers.

4. Sex bias - behavior resulting from the assumption that one sex is superior to another.

5. Sex discrimination - any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of sex.

6. Sex fairness - the equal treatment of all individuals disregarding whether they are male or female. An example would be the development and utilization of the same standard for admission into a vocational class for both males and females.

7. Sex-role stereotyping - attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

8. Traditional vocational program - an area of instruction which has traditionally enrolled members of only one sex. Such programs are those that are generally perceived by people in communities as being provided for either males or females.

9. Vocational training program or vocational education programs - an area of instruction which prepares students for jobs, identified by a United States Office of Education code number.

Limitations of The Study

The limitations of the research project are as follows:

1. A large population of nontraditional students were identified; therefore a random sample of the total population of nontraditional secondary vocational students was selected for the study.

2. Although several survey instruments on sex bias were located, none appropriately fulfilled the stated objectives of this project. The survey instrument and the interview guide used for data collection were developed by project personnel and external consultants. The internal validity of the study is threatened because no similar survey instruments were available for comparison. Due to time constraints, the interview guide was not checked for validity or reliability.

3. A preliminary aspect of the sample selection process consisted of randomly selected secondary schools for project participation. Approval by the respective school superintendent, vocational regional director, and school principal was then required for school participation in the project.

4. The random sample selection of administrators, counselors, vocational teachers, vocational students, and parents was completed prior to survey administration to any school participating in the project. However, due to students' withdrawals and graduations from school before conducting the survey at each school, several sample subjects had to be replaced by randomly selected alternates. School personnel who were no longer at the school were also replaced through random selection. Subject mortality of one or more nontraditional students resulted at 11 of 28 schools in which there were no alternates for reselection.

5. During the survey administration phase of this project, 705 parent surveys were given to vocational students for delivery to their parents. Although a postage-paid, self-addressed envelope was provided, the return rate was only thirty-eight percent. When appropriate research techniques result in a large number of nonrespondents, an interview with nonrespondents should be conducted to determine any differences between respondents and nonrespondents. Due to time constraints, a nonrespondent survey was not conducted.

CHAPTER II

METHODS AND PROCEDURES

This study was conducted in three phases: Survey Phase, Interview Phase, and Bibliography Compilation. The Survey Phase involved the development of the Opinion Survey Instrument, scoring procedures, sample selection of schools and participants, survey administration and follow-up, and preparation for data analysis.

The second phase involved the development of an interview guide, interview sample selection, and interview guide administration.

The third phase involved the compilation of a bibliography of sex fair materials for use by vocational educators. The bibliography is bound separately and is a supplement to this report.

Survey Phase

Instrument Development

The instrument used in this study was developed and validated by project staff and external consultants. A search was conducted using the Educational Resources Information Center (ERIC) and Measures of Education Equity for Women: A Research Monograph from Institutes for Research (a product of Women's Education Equity Act, P.L. 93-880) to locate existing survey instruments to assess attitudes toward sex bias. Instruments pertaining to attitudes toward sex bias were located and provided helpful information; however, none of the identified instruments appropriately fulfilled the requirements of the stated objectives of this project. The devised instrument was designed to gather information on the respondent's background, attitudes toward sex bias, factors contributing to enrollment, barriers/problems affecting enrollment of nontraditional student, and favorable or unfavorable attitudes toward vocational education.

Many items on the sex bias attitudes were abstracted from other instruments and related literature and were prioritized according to the Q-sort technique. From these prioritized items, an Opinion Survey was developed which consisted of 29 Likert-type items and two demographic questions. The five-point Likert scale progressed from one, indicating strong disagreement to five, indicating strong agreement.

The initial draft was field tested with 32 subjects. A split-half reliability was computed which yielded a reliability coefficient of .4084, $p < .01$.

The revised Opinion Survey was then submitted to two external consultants with expertise in research and in the area of sex bias and sex-role stereotyping. As a result of this evaluation and critique, changes were made to glean information in regard to:

1. Admission to vocational courses
2. Treatment within vocational courses
3. Encouragement/discouragement by significant others
4. Performance in vocational courses
5. Completion of the vocational courses
6. Future barriers/benefits in careers
7. Working (learning) in a nontraditional environment
8. Knowledge of career opportunities
9. Beliefs about traditional sex roles
10. Legal non-discriminatory practices

The second draft of the Opinion Survey included 68 Likert-type items in six categories. It was printed as a small booklet and field tested with 72 subjects. A split-half reliability using the Spearman-Brown method was computed resulting in a reliability coefficient of .3410.

After the second field test was completed, minor changes were made and the instrument was printed in final form, Appendix A. A separate sheet for each sample group was prepared for inclusion in the Opinion Survey Booklet. Its purpose was to give instructions and to gather demographic data. The instruction sheets are included as Appendix B.

Scoring Procedure

The manner in which a participant responded to the questions on the Opinion Survey indicated his/her attitude toward sex bias (SBA), factors contributing to the enrollment of a nontraditional student (FCE), barriers affecting the enrollment of a nontraditional student (BAE), and attitudes toward vocational education (ATVE).

All 68 items were utilized in scoring sex bias attitudes (SBA). In order for all items to have the same numerical value, 24 of the 68 items were reversed. The 24 reversed items are:

A4, A5, A6, A12, B1, B2, B3, B4, B5, B6, B7, B8
B10, B12, C2, E5, E6, E7, E9, F1, F2, F3, F5, F6

The SBA scores range from 68-340. A score of 68 would indicate a strong sex bias attitude. A score of 340 would indicate no sex bias or a sex fair attitude.

Strong Sex Bias Attitude	Sex Fair Attitude

68--------------------------------340

Forty-three of the survey items were identified as contributing to the enrollment of a nontraditional student (FEC).

A1, A2, A3, A7, A8, A9, A10, A11, A13. A14, A15, A16,
B9, B11, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12,
D1, D2, D3, D5, D6, D7, D8, D9, D10, E1, E2, E3, E4,
D8, D10, F4, F7, F8

The FEC scores range from 44-220. A score of 44 would indicate a strong disagreement that factors contributing to enrollment are not occurring. A score of 220 would indicate a strong agreement that factors contributing to enrollment are occurring.

Disagreement that Factors Contributing to Enrollment are NOT Occurring	Agreement that Factors Contributing to Enrollment ARE Occurring

44--------------------------------220

Twenty-four of the survey items were identified as barriers/problems affecting enrollment of a nontraditional student (BAE).

A4, A5, A6, A12, B1, B2, B3, B4, B5, B6, B7, B8,
B10, B12, C2, E5, E6, E7, E9, F1, F2, F3, F5, F6

The BAE scores range from 24-120. A score of 24 would indicate a strong agreement that barriers that affect enrollment of a nontraditional student do exist. A score of 120 would indicate a strong disagreement that barriers do exist that affect enrollment of a nontraditional student.

Agreement that Barriers Exist	Disagreement that Barriers Exist

24------------------------------120

Thirty-nine of the survey items were identified as attitudes toward vocational education (ATVE).

A1, A2, A3, A4, A5, A7, A8, A10, A12, A13, A15, B4, B5,
B7, B9, B10, C1, C2, C5, C6, C9, C12, D1, D3, D4, D5, D6,
D9, E1, E2, E3, E4, E5, E6, E9, E10, F1, F4, F5

The ATVE scores range is from 39 to 195. A score of 39 would indicate a strong agreement that respondent had a favorable attitude toward vocational education. A score of 120 would indicate that respondent had an unfavorable attitude toward vocational education.

Favorable Attitude Toward Vocational Education	Unfavorable Attitude Toward Vocational Education

39--------------------------------195

Coding Procedure

A coding system that identified each respondent was developed for identification and data analysis. Within the code number, each of the 14 vocational regions was identified. From each vocational region the two schools were identified as School One or School Two. Each school was also identified as large (L), those enrolling more than 500 students, or small (S) by enrolling fewer than 500 students. Each project participant was also identified by their group affiliation: principal/administrator (A), a counselor (C), a teacher (T), a student (S), or a parent (P) and these symbols were included in each code number. Because two vocational teachers were selected to receive surveys within each school, they were classified as Teacher One (T_1), or Teacher Two (T_2).

The student code number contained a classification depicting whether the vocational student was a traditional (T), or nontraditional (N) participant.

Each student and parent was assigned identical code numbers with the exception of the students' code number which started with (S) and the parents' code number which started with (P).

In addition to the code number survey identification, the survey instruments were also color coded.

An individual packet of materials was prepared for each of the 28 schools participating in the project. Within this packet, administrator's, counselor's, and the two vocational teachers' Opinion Surveys were packaged in individual envelopes. The packet also contained a set of 15 student and parent surveys for nontraditional vocational students. Another envelope contained a set of 15 student and parent surveys for traditional students. All parent surveys were prepared in individual envelopes with an enclosed, postage-paid, self-addressed envelope and attached to each individual student survey. A roster to verify the name and address of the parents of each student receiving the survey was attached to both packets containing student survey instruments.

The Opinion Surveys were sent home by the students with the request that one parent complete the survey. Parents were asked to return the surveys to project staff in the postage-paid envelope provided.

Sample Selection of Schools

The sample selection of schools with secondary vocational programs from each of the 14 vocational regions (regions 6 and 7 are combined) with enrollments of 15 or more nontraditional students was made from enrollment data provided by Kentucky's Occupational Information Unit for academic year 1977-78.

Vocational students enrolled in horticulture, distributive education, accounting junior management, family and adult living were excluded when selecting nontraditional students.

This data revealed that the area and state vocational schools in Regions 1, 2, 5, 7, 13 and 15 did not have at least 15 nontraditional students; therefore the vocational schools with highest enrollments of nontraditional students were selected.

The identified schools were assigned consecutive numbers within two different groups, high schools with vocational programs and either area vocational centers of state vocational schools. Using the Fisher and Yates' Statistical Tables, one vocational high school and one area or state vocational school from each region was randomly selected for a total sample of 28 schools. (See Appendix C for geographic sample distribution.)

Sample Selection of Participants

The survey sample selection of participants was made from enrollments data provided by Kentucky's Occupational Information Unit for academic year 1978-79 from each of the 28 identified schools.

Students were classified as to nontraditional or traditional based on their sex and program enrollment. Fifteen nontraditional and 15 traditional students were randomly selected from each identified school. From those area and state vocational technical schools with less than 15 nontraditional students the total number of nontraditional students and a corresponding number of traditional students were included in the survey.

One parent of each nontraditional and traditional student was also included in the survey.

One administrator/principal, one counselor, and two vocational teachers were also randomly selected from each of the 28 schools to be included in the survey.

Permission to Conduct Survey

Permission was obtained to conduct a survey in all the identified schools. This was done by telephoning each of the 14 Regional Directors of Area and State Vocational Technical schools and the 14 School Superintendents. A follow-up letter giving additional details about the survey was also sent to each Regional Director and Superintendent (Appendix D).

After permission was obtained to conduct the survey, the principal of each school was contacted by telephone to schedule a date and time to administer the survey. A letter giving additional information about the survey was also sent to each principal (Appendix D).

Survey Administration

Students were administered the Opinion Survey in a group setting during the regular school day by project personnel. After a brief explanation of the instrument, the students were allowed 20 minutes to complete and return the survey instrument. When selected participants were absent and no alternates were available because of the lack of nontraditional students, opinion surveys with an attached postage-paid envelope were left with the school principal for those students who were absent to complete. The school principal administered the opinion survey to absent students and returned them by mail to the project office. Administrators, counselors and teachers completed their survey individually and submitted them to project personnel in person or by mail. Specific procedures followed in each school are included in Appendix E.

Survey Follow-Up and Dissemination

Parent non-respondents were mailed a second Opinion Survey as well as a postage-paid envelope and a cover letter asking again that the survey be completed and returned.

School personnel non-respondents were also mailed a second Opinion Survey and a postage-paid envelope and a letter requesting their cooperation in completing the survey.

Preparation For Survey Data Analysis

Codebooks categorized by vocational region and the two schools within each region were prepared for ease of recording information. Data collection forms were maintained for school personnel, students and parents who participated in the survey. Upon receiving the completed Opinion Survey Instrument, information was recorded on the appropriate form. The data collection forms were filled in by hand and this information was later keypunched for further statistical analysis and will be reported in Chapter III.

Interview Phase

Instrument Development

The interview guide was developed to gather additional information to supplement the information gathered by the survey instrument. Items selected for the interview guide were directed toward the following topic areas related to nontraditional students:

1. Skill Level Expectations
2. Learning Motivation
3. Teaching Materials
4. Contributions/Barriers to Enrollment and Completion
5. Sex Bias Awareness
6. Counseling Effectiveness
7. Career Readiness

Interview guide items were abstracted from other interview guides and related literature. Two forms of the interview guide were developed. The Nontraditional Student Interview Guide requested opinions from the nontraditional student about treatment that he/she was receiving within the school (Appendix F). The Traditional Student Interview Guide asked the traditional student for his/her opinion regarding the treatment of nontraditional vocational students within her/his school (Appendix G). Both interview guides were critiqued by personnel unassociated with the project who had expertise in the area of interview guide development. Based upon the critiques, a final draft of each interview guide was prepared. Due to the limitation of time, the interview guides were not field tested.

Interview Sample Selection

Ten percent of the secondary vocational students selected for the survey sample were interviewed. The interview sample consisted of two secondary nontraditional vocational students and one secondary traditional vocational student from each school. Students were randomly selected from the survey sample lists of vocational students.

Interview Guide Administration

The interviews were conducted concurrently with the survey administration process at each school. The student interviewees were not told that they were going to be interviewed until they had completed their surveys. Each interview lasted approximately 10 minutes. When previously selected interviewees had withdrawn or were absent from school, an alternate student from the survey sample was randomly selected (Appendix E).

Bibliography Development and Compilation

A comprehensive bibliography of vocational curriculum materials that are sex fair, plus the identification of programs and other resources related to sex bias was developed. The primary purpose for the development of the bibliography was to provide vocational educators with a list of materials for selection, adoption and use. An ERIC search was conducted to locate available pertinent resources and bibliographies. Publishing companies and project directors of national and state projects on sex equity were contacted for useable resources. Approximately 25 directors of projects on sex equity and 53 publishing companies were contacted for lists of materials. As catalogs of vocational materials and other resources were received and were carefully scrutinized for sex fairness and other information relating to sex bias.

Continuous additions were made to an index card file of resources for the bibliography throughout the duration of the study. Two publications from the Women's Educational Equity Communications Network entitled Resources in Women's Educational Equity, Volume 1 and Nonprint Resources in Women's Educational Equity provided a multitude of resources from which to draw pertinent items for inclusion in the bibliography. Newsletters in the area of sex stereotyping and bias were also utilized as a source of current materials.

The bibliography, published as a separate document, contains approximately 900 titles of resources. Descriptions of the materials are not included. Materials within the bibliography are arranged by topic and type of resource. The following topics are included in the bibliography:

Title	Page
I. Developing Sex-Fair Vocational Education	2
A. Agriculture	3
B. Business and Office	4
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CHAPTER III

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

This chapter is organized into two major sections. Data collected through the Opinion Survey Phase will be presented in the first section, while data collected through personal interviews will be presented in the second section.

Opinion Survey

Survey Response

The combined sample size for administrators/principals, counselors, vocational teachers, nontraditional and traditional students and one parent of each was 1,522. The intended sample size was 1,668. Due to students' withdrawal or graduation from the program, 146 of the Opinion Surveys were not administered.

Table 1 illustrates the number of survey respondents and non-respondents. An analysis of the data in Table 2 shows that the twenty-eight administrators/principals had a return rate of 96.4 percent, the twenty-eight counselors had a return rate of 96.4, the fifty-four vocational teachers had a return rate of 96.4, the 389 nontraditional students had a return rate of 97.3 and the 389 parents of nontraditional students had a return rate of 37.9, the 389 traditional students had a return rate of 99.2 and the 389 traditional parents had a return rate of 38.4. The total return rate was 70.3 and is due to the low return rate of parent surveys.

Demographic Data Analysis

An analysis of the general description data shows that 488 males and 534 females were included in this study. Table 2 reveals the frequency and percentage of respondents by sex.

Table 3 presents the number of teacher respondents from each vocational service area. The larger percentages of teachers were from home economics, followed by business and office, agriculture, trade and industry and health careers.

Table 4 indicates the number of years enrolled in vocational programs by the traditional and nontraditional students. The percentages were the highest for first year students with 54.0 percent for traditional students and 70.2 percent for nontraditional students. Second year students represented 27.6 percent of the traditional students and 20.5

TABLE 1

NUMBER OF SURVEY RESPONDENTS AND NON-RESPONDENTS

Sample Group	Sample Size	Instruments Delivered	Instruments Nondeliverable	Number of Respondents	Number of Non-Respondents	Return Rate %
Principals/Administrators	28	28	0	27	1	96.4
Counselors	28	28	0	27	1	96.4
Vocational Teachers	56	56	0	54	2	96.4
Nontraditional Students	389	335	54	326	9	97.3
Nontraditional Parents	389	335	54	127	208	37.9
Traditional Students	389	370	19	367	3	99.2
Traditional Parents	389	370	19	142	228	38.4
Totals	1668	1522	146	1070	452	70.3

TABLE 2

FREQUENCY AND PERCENTAGE OF OPINION SURVEY BY SEX

	Males		Females	
	n	%	n	%
Administrators/Principals N=(27)	26	96.3	1	3.7
Counselors N=(27)	15	55.6	12	44.4
Teachers N=(54)	27	50.0	27	50.0
Traditional Vocational Students N=(364)	176	48.2	188	51.5
Nontraditional Vocational Students N=(326)	190	58.3	136	41.7
Parents of Traditional Vocational Students N=(130)	35	26.9	95	73.1
Parents of Nontraditional Vocational Students N=(94)	19	20.2	75	79.8
Totals N=(1022)	488	47.6	534	52.3

TABLE 3

NUMBER AND PERCENTAGE OF TEACHER RESPONDENTS BY VOCATIONAL SERVICE AREA (N=54)

	Number of Teacher Respondents	Percentage of Teacher Respondents
Agriculture	12	22.2
Business and Office	15	27.8
Health Careers	3	5.6
Trade and Industry	8	14.8
Home Economics	16	29.6

percent of the nontraditional students. Third year students represented 5.7 percent of the traditional students and 3.7 percent of the nontraditional students.

TABLE 4

NUMBER OF YEARS ENROLLED IN VOCATIONAL PROGRAMS
BY TRADITIONAL AND NONTRADITIONAL STUDENTS

Number of Years	Traditional Students (N=359)		Nontraditional Students (N=322)	
	n	%	n	%
0-1	194	54.0	226	70.2
1-2	99	27.6	66	20.5
2-3	46	12.8	18	5.6
3 and above	20	5.7	12	3.7

Table 5 presents yearly household income reported by traditional and nontraditional students. An analysis of the data reveals that only a marginal difference exists between the yearly household income of each group.

Of the 361 traditional students responding to this question, 54.8 percent indicated they did not know, 19.2 percent indicated income of $20,000 and above, 11.1 percent indicated income of $15,000 to $20,000, 9.1 percent indicated income of $10,000 to $15,000, 6.6 percent indicated income of $5,000 to $10,000 and 3.0 percent indicated income of less than $5,000.

Of the 323 nontraditional students responding to this question, 52.6 percent indicated they did not know, 16.1 percent indicated income of $20,000 and above, 11.8 percent indicated income of $15,000 to $20,000, 8.4 percent indicated income of $10,000 to $15,000, 8.4 percent indicated income of $5,000 to $10,000 and 2.8 percent indicated income less than $5,000.

Table 6 presents yearly household income reported by parents of traditional and nontraditional students. Of the 126 vocational parents

TABLE 5

YEARLY HOUSEHOLD INCOME REPORTED BY TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=361)		Nontraditional (N=323)	
	n	%	n	%
Less than $5,000	11	3.0	9	2.8
$5,001 - $10,000	24	6.6	27	8.4
$10,001 - $15,000	33	9.1	27	8.4
$15,001 - $20,000	40	11.1	38	11.8
$20,000 and above	55	15.2	52	16.1
Don't Know	198	54.8	170	52.6

TABLE 6

YEARLY HOUSEHOLD INCOME REPORTED BY PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=126)		Nontraditional (N=101)	
	n	%	n	%
Less than $5,000	12	9.5	11	10.9
$5,001 - $10,000	23	18.3	28	27.7
$10,001 - $15,000	23	18.3	21	20.8
$15,001 - $20,000	24	19.0	14	13.9
$20,000 and above	34	27.0	21	20.8
Don't Know	10	7.9	6	5.9

responding to this question, 7.9 percent indicated they did not know, 27.0 percent indicated income of $20,000 and above, 19.0 percent indicated income of $15,000 to $20,000, 18.3 percent indicated income of $10,000 to $15,000, 18.3 percent indicated income of $5,000 to $10,000, and 9.9 percent indicated income of less than $5,000.

Of the 101 nontraditional parents responding to this question, 5.9 percent indicated they did not know, 20.8 percent indicated income of $20,000 and above, 13.9 percent indicated income of $15,000 to $20,000, 20.8 percent indicated income of $10,000 to $15,000, 27.7 percent indicated income of $5,000 to $10,000 and 10.9 percent indicated income of less than $5,000.

Table 7 presents information regarding mothers' occupational categories as reported by traditional and nontraditional students. An analysis of data presented in this table reveals that of the 347 traditional students responding to this question, 41.2 percent indicated their mother was not employed for salaries or wages while 12.4 percent indicated clerical or sales, 12.1 percent indicated service workers, 10.1 percent indicated semi-skilled workers, 8.4 percent indicated other, 3.7 percent indicated manager and/or administrator, 3.5 percent indicated teacher or other educator, 2.9 percent indicated they did not know, 2.0 percent indicated technician, 1.4 percent indicated skilled craftsman, 1.2 percent indicated laborer, 0.6 percent indicated agriculture and none indicated the category of professional. Of the 295 nontraditional students responding to this question, 36.6 percent indicated their mother was not employed for salaries or wages, while 14.2 percent indicating clerical or sales, 12.5 percent indicated service workers, 8.1 percent indicated semi-skilled worker, 7.4 percent indicated they did not know, 4.7 percent indicated other, 3.4 percent indicated manager and/or administrator, 3.1 percent indicated technician, 1.7 percent indicated professional, 1.0 percent indicated agriculture, 0.7 percent indicated laborer, and 0.3 percent indicated skilled craftsman.

Table 8 presents information regarding mothers' occupational categories as reported by parents of traditional and nontraditional students. An analysis of data presented in this table reveals that of the 92 parents of traditional students responding to this question 38.5 percent indicated that the mother was not employed for salaries or wages, while 24 percent indicated clerical or sales, 12.5 percent indicated service worker, 8.3 percent indicated semi-skilled workers, 5.2 percent indicated manager and/or administrator, 5.2 percent indicated other, 2.1 percent indicated teacher or other educator, 2.1 percent indicated laborer, 2.1 percent indicated technician, and no responses were indicated in the other identified categories.

Of the 78 parents of nontraditional students responding to this question, 34.2 percent indicated the mother was not employed for salaries or wages, while 17.7 percent indicated clerical or sales, 11.4 percent indicated service worker, 7.6 percent indicated manager and/or administrator, 7.6 percent indicated other, 5.1 percent indicated technician, 5.1 percent indicated semi-skilled worker, 5.1 percent indicated they did not know, 3.8 percent indicated agriculture, 1.3 percent indicated skilled craftsperson, 1.3 percent indicated teacher or other educator, and no responses were indicated in the other identified categories.

TABLE 7

MOTHERS' OCCUPATIONAL CATEGORIES REPORTED BY TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=347)		Nontraditional (N=295)	
	n	%	n	%
Clerical or Sales	43	12.4	42	14.2
Skilled Craftsperson	5	1.4	1	0.3
Professional	0	0	5	1.7
Teacher or Other Educator	12	3.5	18	6.1
Laborer	4	1.2	2	0.7
Agriculture	2	0.6	3	1.0
Service Worker	42	12.1	37	12.5
Technician	7	2.0	9	3.1
Semi-Skilled Worker	37	10.7	24	8.1
Manager and/or Administrator	13	3.7	10	3.4
Not Employed for Salaries or Wages	143	41.2	108	36.6
Other	29	8.4	14	4.7
I Don't Know	10	2.9	22	7.4

Table 9 presents information regarding Fathers' Occupational Categories as reported by traditional and nontraditional students. An analysis of data presented in this table reveals that of 344 traditional students responding to this question 20.9 percent indicated the father was employed as skilled craftsman, 14.2 percent indicated other, 11.6 percent indicated semi-skilled worker, 10.8 percent indicated manager and/or administrator, 9.3 percent indicated agriculture, 9 percent indicated laborer, 6.1 percent indicated not employed for salaries

TABLE 8

MOTHERS' OCCUPATIONAL CATEGORIES REPORTED BY PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=92)		Nontraditional (N=78)	
	n	%	n	%
Clerical or Sales	23	24.0	14	7.7
Skilled Craftsperson	0	0	1	1.3
Professional	0	0	0	0
Teacher or other educator	2	2.1	1	1.3
Laborer	2	2.1	0	0
Agriculture	0	0	3	3.8
Service Worker	12	12.5	9	11.4
Technician	2	2.1	4	5.1
Semi-skilled Worker	8	8.3	4	5.1
Manager and/or Administrator	5	5.2	6	7.6
Not Employed for Salaries or Wages	37	38.5	27	34.2
Other	5	5.2	6	7.6
I Don't Know	0	0	4	5.1

or wages, 4.1 percent indicated clerical or sales, 3.8 percent indicated they did not know, 3.8 percent indicated professional, 3.5 percent indicated professional, 3.5 percent indicated service workers, 1.5 percent indicated teacher or other educator and 1.5 percent indicated technician. Of the 289 nontraditional students responding to this question, 19.4 percent indicated skilled craftsman, 13.5 percent indicated technician,

TABLE 9

FATHERS' OCCUPATIONAL CATEGORIES REPORTED BY TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=344)		Nontraditional (N=389)	
	n	%	n	%
Clerical or Sales	14	4.1	6	2.1
Skilled Craftsperson	72	20.9	56	19.4
Professional	13	3.8	16	5.5
Teacher or other educator	5	1.5	4	1.4
Laborer	31	9.0	33	11.4
Agriculture	32	9.3	32	11.1
Service Worker	12	3.5	6	2.1
Technician	5	1.5	3	1.0
Semi-skilled Worker	40	11.6	39	13.5
Manager and/or Administrator	37	10.8	28	9.7
Not Employed for Salaries or Wages	21	6.1	17	5.9
Other	49	14.2	37	12.8
I Don't Know	13	3.8	12	4.8

12.8 percent indicated other, 11.4 percent indicated laborer, 11.1 percent indicated agriculture, 9.7 percent indicated manager and/or administrator, 5.9 percent indicated not employed for salaries or wages, 5.5 percent indicated professional, 4.8 percent indicated they did not know, 2.1 percent indicated service worker, 2.1 percent indicated clerical or sales, 1.4 percent indicated teacher or other educator, and 1.0 percent indicated technician.

Table 10 presents information regarding Fathers' Occupational Categories as reported by parents of traditional and nontraditional students.

TABLE 10

FATHERS' OCCUPATIONAL CATEGORIES REPORTED BY
PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=92)		Nontraditional (N=78)	
	n	%	n	%
Clerical or Sales	7	7.6	3	3.8
Skilled Craftsperson	17	18.5	20	25.6
Professional	4	4.3	3	3.8
Teacher or other educator	2	2.2	0	0
Laborer	13	14.1	4	5.1
Agriculture	8	8.7	14	17.9
Service Worker	0	0	2	2.6
Technician	1	1.1	0	0
Semi-skilled Worker	10	10.9	6	7.7
Manager and/or Administrator	15	16.3	7	9.0
Not Employed for Salaries or Wages	6	6.5	7	9.0
Other	9	9.8	11	14.1
I Don't Know	0	0	1	1.3

An analysis of data presented in this table reveals that of the 92 parents of traditional students responding to this question, 18.5 percent percent indicated the father was employed as a skilled craftsman, 16.3

percent indicated manager and/or administrator, 14.1 percent indicated laborer, 10.9 percent indicated semi-skilled worker, 9.8 percent indicated other, 8.7 percent indicated agriculture, 7.6 percent indicated clerical or sales, 6.5 percent indicated not employed for salaries or wages, 4.3 percent indicated professional, 2.2 percent indicated teacher or other educator, 1.0 percent indicated technician, and no responses were indicated in the other identified categories. Of the 78 parents of nontraditional students responding to this question, 25.6 percent indicated skilled craftsman, 17.9 percent indicated agriculture, 14.1 percent indicated other, 9 percent indicated not employed for salaries or wages, 9 percent indicated manager and/or administrator, 7.7 percent indicated semi-skilled worker, 5.1 percent indicated laborer, 3.8 percent indicated professional, 3.8 percent clerical or sales, 2.6 percent indicated service worker, 1.3 percent indicated they did not know and no responses were indicated in the other identified categories.

Table 11 indicates education level of mothers as reported by traditional and nontraditional students. An analysis of data presented

TABLE 11

EDUCATION LEVEL FOR MOTHERS AS REPORTED BY TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=351)		Nontraditional (N=303)	
	n	%	n	%
Don't Know	52	14.8	50	16.5
Eighth Grade or Less	77	21.9	58	19.1
Didn't Finish High School	62	17.7	57	18.8
High School Graduate	98	27.9	79	26.1
Some College	27	7.7	36	7.6
College Graduate	35	10.0	28	11.0

in this table reveals that of 351 traditional students responding to this question, 27.9 percent indicated the education level of mothers to be a high school graduate, 21.9 percent indicated eighth grade or less, 17.7 percent indicated they did not finish high school, 14.8 percent indicated they did not know, 10 percent indicated college graduate, and

7.7 percent indicated some college. Of the 303 nontraditional students responding to this question, 26.1 percent indicated the education level of mothers to be a high school graduate, 19.1 percent indicated eighth grade or less, 18.8 percent indicated they did not finish high school, 16.5 percent indicated they did not know, 11.9 percent indicated college graduate, and 7.6 percent indicated some college.

Table 12 indicates education level of mothers as reported by parents of traditional and nontraditional students. An analysis of data presented in this table reveals that of the 100 parents of traditional students

TABLE 12

EDUCATION LEVEL FOR MOTHERS AS REPORTED BY PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=100)		Nontraditional (N=82)	
	n	%	n	%
Don't Know	0	4.0	1	1.2
Eighth Grade or Less	15	15.0	15	18.3
Didn't Finish High School	26	26.0	23	28.0
High School Graduate	43	43.0	29	35.4
Some College	12	12.0	7	8.5
College Graduate	4	4.0	7	8.5

responding to this question, 43 percent indicated the education level of mothers to be a high school graduate, 26 percent indicated they had not finished high school, 15 percent indicated eighth grade or less, 12 percent indicated some college, and 4 percent indicated college graduate. Of the 82 parents of nontraditional students responding to this question, 35.4 percent indicated the education level of mothers to be a high school graduate, 28 percent indicated they didn't finish high school, 18.3 percent indicated eighth grade or less, 8.5 percent indicated some college, 8.5 percent indicated college graduate and 1.2 percent indicated they did not know.

Table 13 indicates educational level of fathers' as reported by traditional and nontraditional students. An analysis of data presented in this table reveals that of the 359 traditional students responding to this question, 38.4 percent indicated the education level of fathers to be a high school graduate, 22.8 percent indicated didn't finish high school, 13.4 percent indicated eighth grade or less, 10 percent indicated don't know, 7.8 percent indicated college graduate, 7.5 percent indicated some college.

TABLE 13

EDUCATION LEVEL FOR FATHERS REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=359)		Nontraditional (N=316)	
	n	%	n	%
Don't Know	36	10.0	44	13.9
Eighth Grade or Less	48	13.4	40	12.7
Didn't Finish High School	82	22.8	68	21.5
High School Graduate	138	38.4	103	32.6
Some College	27	7.5	30	9.5
College Graduate	28	7.8	31	9.8

Of the 3.6 nontraditional students responding to this question, 32.6 percent indicated the education level of fathers to be high school graduate, 21.5 percent didn't finish high school, 13.9 percent indicated they did not know, 12.7 percent indicated eighth grade or less, 9.8 percent indicated college graduate, and 9.5 percent indicated some college.

Table 14 indicates education level of fathers as reported by parents of traditional and nontraditional students. An analysis of data presented in this table reveals that of the 92 parents of traditional students responding to this question, 29.3 percent indicated the education level of fathers to be a high school graduate, 22.8 percent didn't finish high school, 20.7 percent indicated eighth grade or less, 13 percent indicated some college, 12 percent indicated college graduate, and 2.2 percent indicated they did not know.

Of the 75 parents of nontraditional students responding to this question, 18.7 percent indicated the education level of fathers to be a high school graduate, 29.3 percent indicated eighth grade or less, 28 percent indicated they did not finish high school, 10.7 percent indicated college graduate, 6.7 percent indicated some college, and 6.7 percent indicated they did not know.

TABLE 14

EDUCATION LEVEL FOR FATHERS AS REPORTED BY PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional (N=92)		Nontraditional (N=75)	
	n	%	n	%
Don't Know	2	2.2	5	6.7
Eighth Grade or Less	19	20.7	22	29.3
Didn't Finish High School	21	22.8	21	28.0
High School Graduate	27	29.3	14	18.7
Some College	12	13.0	5	6.7
College Graduate	11	12.0	8	10.7

Opinion Survey Data Description

Summaries of the responses to the Opinion Survey for the seven survey sample groups: administrator/principals, counselors, teachers, nontraditional vocational students, parents of nontraditional students, traditional vocational students and parents of traditional vocational students are presented in Appendices H through N. The findings are summarized and compared for the seven survey sample groups based upon the six sections of the Opinion Survey Instrument: Section A, Vocational Teacher; Section B, Nontraditional Vocational Student; Section C, Vocational Counselor; Section D, Vocational Administrator/Principal; Section E, Family of Nontraditional Student; Section F, Friends of Nontraditional Students.

The Likert-type survey instrument contained both positive and negative items. To "strongly agree" with the positive item indicated a strong sex fair attitude and to "strongly disagree" with a negative item indicated a strong sex fair attitude. Each section except the vocational administrator/principal section contained a mixture of positive and negative items. A summary of responses to each positive and negative item is presented within each of the six survey sections.

Section A: Vocational Teacher

Item A-1: Administrator/principal, counselors, teachers, nontraditional students and their parents had mean responses scores ranging from 4.4 to 4.0 indicating agreement that teachers welcomed students into their classes regardless of their sex. Parents of traditional students had a mean score of 3.9 indicating a marginal difference between "agree" and "undecided" that teachers welcomed students into their class regardless of their sex.

Item A-2: Administrators/principals, counselors, teachers, traditional and nontraditional students had a mean response score ranging from 4.5 to 4.2 indicating that teachers gave the same assignments to students of both sexes. Parents of the traditional student had a mean response score of 3.93 and parents of nontraditional students had a mean response score of 3.91 indicating a marginal difference between "agree" and "undecided" that teachers gave the same assignments to students of both sexes.

Item A-3: Administrators/principals, counselors, teachers had a mean response score ranging from 4.4 to 4.1 indicating "agreement" that males and females were not separated for class activities. Nontraditional students and their parents and traditional students and their parents had a mean response score ranging from 3.9 to 3.7 indicating a marginal difference between "agree" and "undecided" that males and females were not separated for class activities.

Item A-4: A negative item, had mean response scores ranging from 1.7 to 2.2 by all seven survey groups, indicating "disagreement" that only one sex was allowed to do all class demonstrations.

Item A-5: A negative item, had a mean response scores ranging from 2.0 to 2.5 by all seven survey groups indicating "disagreement" that teachers make comparisons between performance skills of either sex. However, because students' response scores were closer to an "undecided" response, further investigation revealed that 22 percent of nontraditional students and 17 percent of traditional students felt that comparisons are made between performance skills of either sex.

Item A-6: A negative item, had a mean response score ranging from 1.5 to 1.7 by administrators/principals, counselors and teachers indicating "strong disagreement" that only males were encouraged to be independent and exercise leadership. Nontraditional students and their parents and traditional students and their parents had a mean score response ranging from 2.0 to 2.2 indicating "disagreement" that only males were encouraged to be independent and exercise leadership.

Item A-7: The seven survey groups had mean response scores ranging from 4.6 to 4.0 indicating "agreement" that the same grading procedures were used for all students.

Item A-8: The seven survey groups had mean response scores ranging from 4.6 to 4.1 indicating "agreement" that both males and females were equally encouraged to complete their vocational program.

Item A-9: Administrators/principals with a mean score response of 4.2 indicating "agreement" that teachers explained the possible barriers and problems that students may encounter when seeking a nontraditional job. The other survey sample groups had mean response scores ranging from 3.9 to 3.4 indicating a marginal difference between "agree" and "disagree" that teachers explained possible barriers and problems that students may encounter when seeking a nontraditional job.

Item A-10: Administrators/principals with a mean response score of 4.3 indicating "agreement" that vocational teachers encouraged all students to notify them if a nontraditional student received unfair treatment. The six other survey groups with mean response scores ranging from 3.5 to 3.9 indicating "undecided" about this item.

Item A-11: Administrators/principals, counselors, teachers, traditional and nontraditional parents had mean response scores ranging from 4.6 to 4.0 indicating "agreement" that teachers made information available to the nontraditional student on job opportunities and benefits. The traditional and nontraditional student had mean score responses ranging from 4.0 to 3.9 indicating a marginal difference between "agree" and "disagree" that teachers made information available on job opportunities and benefits.

Item A-12: A negative item, the seven survey groups had mean response scores ranging from 1.2 to 1.7 indicating a "strong disagreement" that nontraditional students were ridiculed in class.

Item A-13: The seven survey groups had a mean response score ranging from 4.0 to 3.7 indicating respondents were "undecided" concerning the use of sex fair textbooks and learning materials used in the classroom.

Item A-14: Administrators/principals had a mean score response of 4.0 indicating "agreement" that teachers provided opportunities for students to talk about jobs with persons who held jobs nontraditional for their sex. The six other survey groups had a mean response score ranging from 3.9 to 3.4 indicating "undecided" whether teachers provided opportunities for students to talk about jobs with persons who hold jobs nontraditional for their sex.

Item A-15: Administrators/principals, counselors, teachers had mean score response ranging from 4.4 to 4.5 indicating "strong agreement" that teachers were attempting to eliminate sex bias in their classrooms. Nontraditional students and their parents and traditional students and their parents had mean score responses ranging from 3.6 to 3.9 indicating "undecided" as to whether teachers were attempting to eliminate sex bias in their classrooms.

Item A-16: The seven survey groups had mean response scores ranging from 3.1 to 3.5 indicating "undecided" concerning whether teachers used sex bias language.

The survey groups in this section ranked in the following order regarding attitudes toward sex fair treatment of the nontraditional student.

1. Administrators/Principals
2. Teachers
3. Counselors
4. Parents of Nontraditional Students
5. Parents of Traditional Students
6. Traditional Students
7. Nontraditional Students

Section B: Nontraditional Vocational Education Student

Item B-1: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 2.8 indicating "disagreement" that males enrolled in nontraditional courses were labeled "sissy."

Item B-2: A negative item, the seven survey groups had mean response scores ranging from 2.1 to 2.7 indicating "disagreement" that female students enrolled in nontraditional courses were labeled "tomboy."

Item B-3: A negative item, administrators/principals had a mean response score of 1.9 indicating "strong disagreement" that a student enrolling in a nontraditional course does so for "socializing" rather than learning. The other six survey respondents had mean response scores ranging from 2.0 to 2.7 indicating "disagreement" that a student enrolling in a nontraditional course does so for "socializing" rather than learning.

Item B-4: A negative item, administrators/principals, counselors, teachers, traditional students, nontraditional students and parents of nontraditional students had mean response scores ranging from 2.1 to 2.8 indicating "disagreement" that some vocational courses were more appropriate for one sex than the other. Parents of traditional students had a mean response score of 3.1 indicating "indecision" concerning whether certain vocational courses were more appropriate for one sex than the other.

Item B-5: A negative item, administrators/principals and teachers had mean response scores ranging from 1.7 to 1.9 indicating "strong disagreement" that a student enrolled in a nontraditional course for their sex is expected to make better grades. The other survey groups had mean response scores ranging from 2.1 to 2.4 indicating "disagreement" that students enrolled in a course nontraditional for their sex is expected to make better grades.

Item B-6: A negative item, administrators/principals, counselors, teachers, parents of nontraditional and traditional students had mean response scores ranging from 2.4 to 3.0 indicating disagreement that a student feels uncomfortable in a program that has been traditionally for the opposite sex. Nontraditional and traditional students had mean response scores ranging from 3.22 to 3.25 indicating "undecided" that a student feels uncomfortable in a program that has been traditionally for the opposite sex.

Item B-7: A negative item, administrators/principals, counselors, teachers, had mean response scores ranging from 1.70 to 1.72 indicating "strong disagreement" that nontraditional students will not be treated fairly in class. The traditional and nontraditional student and traditional and nontraditional parents had mean response scores ranging from 2.3 to 2.6 indicating "disagreement" that nontraditional students will not be treated fairly in class.

Item B-8: A negative item, administrators/principals, counselors had mean scores ranging from 1.9 to 2.0 indicating "strong disagreement" that a student who received training in a field usually dominated by the opposite sex would not be able to obtain a job in that field. Teachers, nontraditional and traditional students, parents of nontraditional and traditional students had mean response scores ranging from 2.0 to 2.4 indicating "disagreement" that a student who received training in a field usually dominated by the opposite sex would be able to obtain a job in that field.

Item B-9: The seven survey respondents had mean response scores ranging from 4.2 to 4.7 indicating "agreement" that all vocational programs should be open to all students.

Item B-10: A negative item, administrators/principals and counselors each had a mean response score of 1.4 indicating a "strong disagreement" that female students lacked the mathematical knowledge to adequately complete the requirements of a trade and industry program. Teachers, nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 2.0 to 2.2 indicating "disagreement" that female students lacked the mathematical knowledge to adequately complete the requirements of a trade and industry program.

Item B-11: A positive item, administrators/principals, counselors and teachers had mean response scores ranging from 4.1 to 4.5 indicating "agreement" that their schools should support the elimination of sex bias. Nontraditional and traditional students and parents of nontraditional students had mean response scores ranging from 3.7 to 3.9 indicating "undecided" whether their schools should support the elimination of sex bias.

Item B-12: A negative item, administrators/principals, counselors, teachers had mean response scores ranging from 1.6 to 1.9 indicating "strong disagreement" that male students lack finger coordination to perform certain skills such as typing. Nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 2.1 to 2.2 indicating "disagreement" that male students lack finger coordination to perform certain skills such as typing.

The survey groups in this section ranked in the following order regarding attitudes toward the sex fair treatment of the nontraditional student.

1. Administrators/principals
2. Counselors
3. Teachers
4. Parents of nontraditional students
5. Parents of traditional students
6. Traditional students
7. Nontraditional students

Section C: Vocational Counselors

Item C-1: Administrators/principals, counselors, teachers had mean response scores ranging from 4.0 to 4.6 indicating agreement that counselors used the same admissions policy for all students. Nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 3.9 to 4.0 indicating "undecided" as to whether counselors used the same admission policy for all students.

Item C-2: A negative item, counselors had a mean response score of 1.7 indicating "strong disagreement" that they counseled male and female students differently. Administrators/principals, teachers, nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 2.2 to 2.7 indicating "disagreement" that counselors counseled male and female students differently.

Item C-3: The seven survey groups had mean response scores ranging from 3.5 to 3.9 indicating "undecided" as to whether sex biases that probably exist in jobs have been pointed out.

Item C-4: Administrators/principals, counselors, teachers, traditional students had mean response scores ranging from 3.1 to 3.7 indicating "undecided" whether emphasis had been made as to the higher salaries and benefits to be obtained in jobs that have been traditionally for men only. Nontraditional students and parents of traditional students had mean response scores ranging from 2.9 to 3.0 indicating "disagreement" that emphasis had been made as to the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.

Item C-5: The seven survey groups had mean response scores ranging from 3.3 to 4.0 indicating "undecided" whether students were made aware of possible problems a student may encounter in a nontraditional class.

Item C-6: Administrators/principals, counselors, teachers, and traditional students had mean response scores ranging from 4.0 to 4.5 indicating agreement that students were encouraged to complete all vocational requirements. Nontraditional students and parents of nontraditional and traditional students had mean response scores ranging from 3.98 to 3.99 indicating "undecided" whether students were encouraged to complete all vocational requirements.

Item C-7: Administrators/principals had a mean response score of 4.0 indicating students are exposed to persons who have jobs in fields usually made up of the opposite sex. Counselors, teachers, nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 3.1 to 3.9 indicating "undecided" whether students are exposed to persons who have jobs in fields usually made up of the opposite sex.

Item C-8: Administrators/principals, counselors, and teachers had mean response scores ranging from 4.4 to 4.5 indicating agreement that students have the opportunity to explore a variety of career options. Nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 3.8 to 4.0 indicating "undecided" whether students have the opportunity to explore a variety of career options.

Item C-9: Administrators/principals, counselors, teachers, parents of nontraditional and traditional students had mean response scores ranging from 3.9 to 4.0 indicating "undecided" whether vocational counseling is equally important for both sexes.

Item C-10: Administrators/principals, counselors and teachers had mean response scores ranging from 4.2 to 4.6 indicating agreement that effort has been made to eliminate sex bias in career counseling. Nontraditional and traditional students and parents of nontraditional and traditional students had mean response scores ranging from 3.6 to 3.8 indicating "undecided" whether effort had been made to eliminate sex bias in career counseling.

Item C-11: The seven survey groups had mean response scores ranging from 3.0 to 3.8 indicating "undecided" as to whether parents of students who seek training in fields dominated by members of the opposite sex are counseled.

Item C-12: Administrators/principals and counselors had mean response scores ranging from 4.3 to 4.5 indicating "agreement" that parents and students have been advised of career options available to all students in vocational education. Teachers, nontraditional and traditional students and parents of nontraditional and traditional students have mean response scores ranging from 3.6 to 3.8 indicating "undecided" whether parents and students have been advised of career options available to all students in vocational education.

The survey groups in this section ranked in the following order regarding attitudes toward the sex fair treatment of the nontraditional student.

1. Administrators/principals
2. Counselors
3. Teachers
4. Parents of traditional students
5. Parents of nontraditional students
6. Traditional students
7. Nontraditional students

Section D: Vocational Administrators/Principals

Item D-1: Administrators/principals and counselors had mean response scores ranging from 3.5 to 4.0 indicating "agreement" that a policy statement of nondiscrimination in all vocational programs had been issued. The five other survey groups had mean response scores ranging from 3.5 to 4.0 indicating "undecided" as to whether a policy statement of nondiscrimination had been issued.

Item D-2: Administrators/principals, counselors and teachers had mean response scores ranging from 4.1 to 4.6 indicating agreement that students, parents, counselors, teachers, community leaders, and employers of Compliance with Title IX. Traditional and nontraditional students and parents of each group had mean response scores ranging from 3.2 to 3.6 indicating "undecided" that notification of compliance with Title IX had been made.

Item D-3: Administrators/principals had a mean response score of 4.5 indicating "agreement" that all official school documents, bulletins, admission policies, graduation requirements, etc., had been reviewed for sex bias. The other six survey groups had mean response scores ranging from 3.4 to 3.9 indicating "undecided" on this item.

Item D-4: Administrators/principals had a mean response score of 4.1 indicating "agreement" that they did not discriminate in the use of equipment or restroom facilities for either sex. The other six survey groups had mean response scores ranging from 3.2 to 3.5 indicating "undecided" on this item.

Item D-5: Administrators/principals counselors, teachers had mean response scores ranging from 4.1 to 4.4 indicating "agreement" that all vocational courses are open to all students and had been publicized through letters or handbooks to parents and students. Traditional and nontraditional students and parents of each group had mean response scores of 3.80 to 3.77 indicating "undecided" on this item.

Item D-6: The seven survey groups had mean response scores ranging from 3.2 to 4.0 indicating "undecided" as to whether training sessions for all school personnel to eliminate sex bias had been conducted.

Item D-7: Administrators/principals had a mean response score of 4.1 indicating "agreement" that principals have interpreted the need to eliminate sex bias to its community leaders, and policy making groups. The other six survey groups had mean response scores ranging from 3.3 to 3.8 indicating "undecided" on this item.

Item D-8: Administrators/principals had a mean response score of 4.0 indicating "agreement" that principals have actively recruited the nontraditional student. The six other survey groups had mean response scores ranging from 3.3 to 3.8 indicating "undecided" on this item.

Item D-9: The seven survey groups had mean response scores ranging from 3.0 to 4.4 indicating "agreement" that principals encouraged all students to complete all vocational program requirements.

Item D-10: Administrators/principals and counselors had mean response scores ranging from 4.2 to 4.6 indicating "agreement" that principals had publicized employment possibilities in all vocational areas for both males and females. The five other survey groups had mean response scores ranging from 3.7 to 3.9 indicating "undecided" on this item.

The survey groups in this section ranked in the following order regarding attitudes toward the sex fair treatment of the nontraditional student.

1. Administrators/principals
2. Counselors
3. Teachers
4. Parents of traditional students
5. Parents of nontraditional students
6. Traditional students
7. Nontraditional students

Section E: Family

Item E-1: Parents of nontraditional students had a mean score response of 4.0 indicating "agreement" that the family encouraged students to enter whatever vocational area they wished. The six other survey groups had mean response scores ranging from 3.5 to 3.9 indicating "undecided" on this item.

Item E-2: The seven survey groups had mean response scores ranging from 3.4 to 3.9 indicating a marginal difference between "undecided" and "agree" that families provided encouragment and support for students who enrolled in a nontraditional program.

Item E-3: The seven survey groups had mean response scores ranging from 3.4 to 3.8 indicating a marginal difference between "undecided" and "agree" that families demonstrated interest and support in vocational programs by personal contacts with the school.

Item E-4: The seven survey groups had mean response scores ranging from 3.5 to 4.0 indicating "undecided" that families discussed potential problems and solutions to help the nontraditional student.

Item E-5: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 2.6 indicating "disagreement" that families would be embarrassed for a son/daughter to enroll in a nontraditional program.

Item E-6: A negative item, parents of traditional students had a mean response score of 2.0 indicating "strong disagreement" that families made fun of students who enrolled in a nontraditional class. The six other survey groups had mean response scores ranging from 2.0 to 2.4 indicating "disagreement" on this item.

Item E-7: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 3.0 indicating "disagreement" that families would expect their career choice to be followed rather than the students' career choice.

Item E-8: Traditional students had a mean response score of 3.0 indicating "disagreement" that families would attempt to change their own sex bias attitudes. The six other survey groups mean response scores indicated "undecided" on this item.

Item E-9: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 2.7 indicating "disagreement" that families would strongly oppose the student's enrollment in a nontraditional field.

Item E-10: Traditional and nontraditional students and parents of each had mean response scores of 4.1 to 4.2 indicating "agreement" that families urged students to complete the vocational program of their choice. Administrators/principals, counselors and teachers had mean response scores of 3.7 to 3.9 indicating "undecided" on this item.

The survey groups in this section ranked in the following order regarding attitudes toward sex fair treatment of the nontraditional student:

1. Parents of nontraditional students
2. Parents of traditional students
3. Traditional students/nontraditional students
4. Administrators/principals
5. Teachers
6. Counselors

Section F: Friends

Item F-1: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 2.7 indicating "disagreement" that friends laughed at other students for their interest in enrolling in a nontraditional class.

Item F-2: A negative item, the seven survey groups had mean response scores ranging from 2.2 to 2.7 indicating "disagreement" that friends discouraged other students by saying they would not be able to get a job in a nontraditional field.

Item F-3: A negative item, administrators/principals, counselors, teachers, and parents of nontraditional students had mean response scores ranging from 1.8 to 1.9 indicating "strong disagreement" that friends treated nontraditional students as outcasts. Traditional students and their parents and nontraditional students had mean response scores ranging from 2.1 to 2.2 indicating "disagreement" on this item.

Item F-4: The seven survey groups had mean response scores ranging from 3.6 to 4.0 indicating "undecided" whether friends encouraged students to enroll in the vocational field of their choice.

Item F-5: A negative item, the seven survey groups had mean response scores ranging from 2.1 to 2.5 indicating "disagreement" that friends discouraged students by stating they lacked the skills and knowledge to do well in a nontraditional course.

Item F-6: A negative item, the seven survey groups had mean response scores ranging from 2.1 to 2.3 indicating "disagreement" that friends discouraged students from trying something new.

Item F-7: The seven survey groups had mean response scores ranging from 2.5 to 3.0 indicating "disagreement" that friends would tell students it will be easy to find a nontraditional job.

Item F-8: The seven survey groups had mean response scores ranging from 3.3 to 3.7 indicating "undecided" as to whether friends would support change to eliminate sex bias.

The survey groups in this section ranked in the following order regarding attitudes toward sex fair treatment of the nontraditional student:

1. Parents of nontraditional students
2. Counselors
3. Administrators/principals
4. Teachers
5. Parents of traditional students
6. Traditional students
7. Nontraditional students

Opinion Survey Data Analysis

Basic analyses using descriptive and inferential statistics were performed with Opinion Survey data using the four project-developed instrument scoring procedures. The analyses utilized data from traditional student respondents, nontraditional student respondents, and parent respondents for traditional and nontraditional student groups.

Table 15 presents statistics about the Sex Bias Scoring Procedure for both student and parent respondent groups. The Sex Bias Scoring Procedure had a score range from 68, indicating strong sex bias attitudes, to 340, indicating little or no sex bias attitudes. All mean scores for all parent and student respondents fell in the middle one-third of the score range approximately 40-48 points above the midpoint of the score range. In comparing both student and parent groups, the lowest mean Sex Bias score was 244.61 for nontraditional students, the next highest mean score was 246.82 for traditional students, the next highest mean score was 248.47 for parents of traditional students, and the highest mean score was 252.64 for parents of nontraditional students. Comparison of the standard deviations (SD) for all student and parent respondent groups revealed that traditional students with an SD of 21.7 had the most homogeneous opinions relative to the Sex Bias Scoring Procedure while parents of nontraditional students with an SD of 28.3 had the most heterogeneous opinions.

TABLE 15

ANALYSIS OF SEX BIAS SCORES FOR TRADITIONAL PERSONS
NONTRADITIONAL STUDENTS AND PARENTS

Group*	n	$\overline{X}$	df	t	P
Students					
Traditional	137	246.8	244	0.76	.45
Nontraditional	109	244.6			
Parents					
Traditional	137	248.5	244	1.18	.24
Nontraditional	109	252.6			

*Analysis completed only for student surveys with corresponding parent surveys and no more than 20 missing responses for each individual student/parent set of surveys

Table 16 presents statistics about the Factors Contributing to Nontraditional Enrollment (FCE) Scoring Procedure for all parent and student respondent groups. The FCE scale had a score range of 44, indicating strong disagreement that schools were not contributing to nontraditional student enrollment, to 220, indicating strong agreement that schools were contributing to nontraditional student enrollment. Mean FCE scores of 158.7 for nontraditional students, 159.1 for traditional students, and 161.1 for parents of traditional students fell in the middle one-third of the score range. The mean FCE score of 163.3 for parents of nontraditional students fell at the low end of the upper one-third of the score range. Comparisons of the standard deviations (SD) for all student and parent respondent groups revealed that nontraditional students with an SD of 15.9 had the most homogeneous opinions and parents of nontraditional students with an SD of 19.3 had the most heterogeneous opinions.

TABLE 16

ANALYSIS OF FACTORS CONTRIBUTING TO NONTRADITIONAL ENROLLMENT (FCE) SCALE FOR TRADITIONAL AND NONTRADITIONAL STUDENTS AND THEIR PARENTS

Group*	n	$\overline{X}$	df	t	P
Students					
Traditional	137	159.1	244	0.17	.86
Nontraditional	109	158.7			
Parents					
Traditional	137	161.1	244	0.91	.36
Nontraditional	109	163.3			

*Analysis completed only for student surveys with corresponding parent surveys and no more than 20 missing responses for each individual student/parent set of surveys

Table 17 presents statistics about the Barriers Affecting Nontraditional Enrollment (BAE) Scoring Procedure for both parent and student survey participant groups. The BAE Scoring Procedure had a score range from 24, indicating strong agreement for the existence of barriers to nontraditional enrollment, to 120, indicating strong disagreement with the idea of existing barriers. Mean BAE scores of 85.9 for nontraditional students, 87.4 for parents of traditional students, and 87.8 for traditional students fell in the middle one-third of the score range. The mean BAE score of 89.4 for parents of nontraditional students fell at the low end of the upper one-third of the score range. Comparisons of the standard deviations for all student and parent respondent groups revealed that traditional students with an SD of 11.1 had the most homogeneous opinions on this scale and parents of traditional students with an SD of 12.6 had the most heterogeneous opinions.

TABLE 17

ANALYSIS OF BARRIERS AFFECTING NONTRADITIONAL ENROLLMENT (BAE) SCALE FOR TRADITIONAL AND NONTRADITIONAL STUDENTS AND THEIR PARENTS

Group*	n	$\bar{X}$	df	t	P
Students					
Traditional	137	87.8	244	1.24	.215
Nontraditional	109	86.0			
Parents					
Traditional	137	87.4	244	1.22	.23
Nontraditional	109	89.4			

*Analysis completed only for student surveys with corresponding parent surveys and no more than 20 missing responses for each individual student/parent set of surveys

Table 18 presents statistics about the Attitudes Toward Vocational Education (ATVE) Scoring Procedure. The ATVE Scale had a score range from 39, indicating a negative attitude toward vocational education, to 195, indicating a very positive attitude toward vocational education. The mean ATVE scores for both student and parent respondent groups fell in the upper one-third of the score range. Nontraditional students with a mean score of 145.6 had the lowest score in the score range in comparison to all four groups and parents of nontraditional students with a mean score of 149.4 had the highest average score in the score range. Comparison of the standard deviations for all student and parent respondent groups revealed that traditional students with an SD of 13.5 had the most homogeneous opinions on this scale and parents of traditional students with an SD of 17.3 had the most heterogeneous opinions.

The scores reported in Tables 15, 16, 17, and 18 for traditional students and their parents and for nontraditional students and their parents indicated no significant differences between the student groups or between the parent groups. A t test was performed between the two student groups and the two parent groups. The alpha (α) level, i.e., level of significance, equal to or less than .05 was used to determine any significant differences. The differences found on all scales between student and parent groups were not statistically significant.

TABLE 18

ANALYSIS OF ATTITUDES TOWARD VOCATIONAL EDUCATION (ATVE) SCALE FOR TRADITIONAL AND NONTRADITIONAL STUDENTS AND THEIR PARENTS

Group*	n	$\bar{X}$	df	t	P
Students					
Traditional	137	147.0	244	.08	.43
Nontraditional	109	145.6			
Parents					
Traditional	137	146.8	244	1.21	.23
Nontraditional	109	149.4			

*Analysis completed only for student surveys with corresponding parent surveys and no more than 20 missing responses for each individual student/parent set of surveys

Interview Data Description

The vocational students interviewed were selected from survey sample of students. A ten percent sample of the 840 students surveyed was selected for the interview sample. The 84 vocational students randomly selected for interviews consisted of two nontraditional students and one traditional student from each of the 28 schools. Eighty-two of the 84 students selected were interviewed for a percentage of 97.6.

Demographic Data Description

Demographic description of the vocational student interview guides reflected that the 54 nontraditional student interviewees consisted of 59.3 percent males and 40.7 percent females. The 28 traditional students that were interviewed consisted of 50 percent males and 50 percent females.

The majority of the nontraditional students interviewed were in three vocational program areas: 38.8 percent females in trade and industry; 35.2 percent males in home economics; and 24.1 percent males in business and office. Likewise, the majority of the traditional student interviewees were from the same vocational program areas: 42.9 percent males in trade and industry; 25.0 percent females in business and office; and 17.9 percent females in home economics.

The demographics collected about fathers of nontraditional vocational students reflected that 21.9 percent of the 32 male students interviewed had fathers who were classified as managers/administrators. Of the 22 nontraditional female student interviewees, 18.2 percent stated that their fathers were laborers, 18.2 percent stated that their fathers were managers/administrators and 18.2 percent stated that their fathers were not employed or deceased.

The demographics collected about fathers of traditional vocational student interviewees were somewhat different than for nontraditional vocational student interviewees. An identical percentage of 42.7 was found for the 14 male and the 14 female traditional students having fathers who were classified as semi-skilled workers.

The highest occupational category percentages for mothers of both nontraditional and traditional vocational students fell into the area of not employed. The following percentages indicate the number of mothers who were classified as not employed or deceased for all vocational students who were interviewed: 37.5 percent for male nontraditional students; 59.1 percent for female nontraditional students; 57.1 percent for male traditional students; and 57.1 percent for female traditional students.

Nontraditional Student Interview Guide Data Description

The interviewer following the Interview Guide requested opinions from the nontraditional student regarding the treatment that he/she was receiving within his/her school. The findings are shown in Table 19 which summarizes the positive and negative responses to questions on the Nontraditional Student Interview Guide. The following information was determined from at least 75.0 percent of the total number of nontraditional interviewees:

Question 1 - 96.3 percent stated that their vocational teacher expected males and females to learn the same skills

Question 2 - 79.6 percent stated that their vocational teacher did not treat males and females in his/her class differently

Question 3 - 83.3 percent stated that they worked as hard in this vocational class as they did in other classes

Question 4 - 94.5 percent stated that pictures of only one sex in their learning materials made no difference to them

Question 16 - 94.4 percent stated that they were as comfortable in this class as in their other classes

Four other interesting findings can be noted about the questions mentioned above. On Question 2, 20.4 percent of the nontraditional students receiving interviews felt male and female students were treated differently in class by their vocational teacher. Of the 16.7 percent nontraditional interviewees indicating on Question 3 that they did not work as hard in their particular vocational class, 14.8 percent were male students. Female nontraditional interviewees indicated in Question 4 that pictures of only one sex in their learning materials made some difference to them by a small margin of 5.5 percent. On Question 16, 5.6 percent of the male nontraditional students that were interviewed stated that they did not feel as comfortable in their vocational class as in other classes.

Five questions on the Nontraditional Student Interview Guide split the total nontraditional interview sample almost in half in regards to positive and negative responses. On Question 17, 57.4 percent felt their school had worked to make their school and community aware of sex bias, while 42.6 percent stated that their school had done nothing. On Question 18, a small percentage of 29.6 percent of the nontraditional interviewees of which only 7.4 percent were females indicated they received encouragement from their counselor to enter their vocational class. As another point of interest on Question 18, 70.4 percent revealed that they received no counselor encouragement. Question 19 yielded fairly equal response percentages of 44.5 and 55.5, respectively, for counselors who informed nontraditional students of class activities before enrollment and for counselors who did not inform students of class activities before enrollment. Question 20 was split even more equally because 51.8 percent of the nontraditional interviewees stated they were adequately equipped with a skill for employment while 48.2 percent stated that they were not. On Question 21, 61.1 percent of the nontraditional students who were interviewed acknowledged that their teacher had made them aware of difficulties concerning getting a job in their particular training field while 38.9 percent acknowledged they were still unaware of any difficulties.

TABLE 19

NONTRADITIONAL STUDENT INTERVIEW RESPONSES FOR QUESTIONS 1-4 AND 16-21

(N=54)

Category	Question Number	Question	Male Responses Yes f	Male Responses Yes %	Male Responses No f	Male Responses No %	Female Responses Yes f	Female Responses Yes %	Female Responses No f	Female Responses No %
Skill Level Expectations	1	Does your vocational teacher expect males and females in your vocational class to learn the same skills?	30	55.6	2	3.7	22	40.7	0	0.0
Classroom Treatment	2	Does your vocational teacher treat males and females in your class differently?	5	9.3	27	50.0	6	11.1	16	29.6
Learning Motivation	3	Do you work as hard as you do in your other classes?	24	44.4	8	14.8	21	38.9	1	1.9
Teaching Materials	4	Have pictures of only one sex in your books and other learning materials made any difference to you?	0	0.0	32	59.3	3	5.5	19	35.2
	16	Do you feel as comfortable in this vocational class as you do in your other classes?	29	53.7	3	5.6	22	40.7	0	0.0
Sex Bias Awareness	17	Has your school done anything to make the school and community aware of sex bias?	18	33.3	14	25.9	13	24.1	9	16.7

TABLE 19--Continued

Category	Question Number	Question	Male Responses				Female Responses			
			Yes		No		Yes		No	
			f	%	f	%	f	%	f	%
Counseling Effectiveness	18	Did you receive encouragement from your counselor toward entering this vocational class?	12	22.2	20	37.1	4	7.4	18	33.3
	19	Did your counselor inform you of the types of skills and learning activities that occurred in this vocational class before you enrolled in it?	15	27.8	17	31.5	9	16.7	13	24.0
Career Readiness	20	Do you believe that you will have a skill adequate for getting a job when you complete this course?	14	25.9	18	33.3	14	25.9	8	14.9
	21	Do you believe that your teacher has made you aware of difficulties that may arise in getting a job in this particular field?	14	25.9	18	33.3	19	35.2	3	5.6

Each of the questions reviewed previously for positive and negative responses could also receive comments. Table 20 presents a summary of the nontraditional student comments on the interview guide to Questions 1-4 and 16-21.

As you will note upon reviewing Table 20, only Questions 4 and 18 received comments from at least 50.0 percent of the nontraditional student interview sample. Questions 1, 2, 3, 16, 17, 18, 20, and 21 have no comments given by at least 50.0 percent or more of the nontraditional student interview sample.

Some comments made by approximately 10.0 percent or more of the total nontraditional student interview sample seem worthy of notation. On Question 2, a percentage of 9.2 nontraditional students stated that vocational teachers let males do more strenuous work. On Question 3, 22.3 percent of the students, of which 16.7 percent were females, commented that they worked harder than they did in other classes.

On Question 4, three comments by nontraditional students deserve attention. There were 31.5 percent nontraditional interviewees who indicated that more males were pictured in their learning materials. Students stating that half females/half males were pictured in their learning materials consisted of 22.3 percent. Nine point three percent of the interviewees said that more females were pictured in their learning materials.

Question 16 received comments from 13.0 percent of the students revealing that these students felt more comfortable in their vocational class than in their other classes. Three important comments were made regarding Question 17. First, 24.1 percent of the students stated that sports teams for both sexes had been made available. Secondly, 14.9 percent revealed that they received encouragement from their vocational teachers or resource speakers toward entering a nontraditional career. Thirdly, 9.3 percent indicated bulletin boards and posters on sex equality had been used.

On Question 18, a substantial percentage of 46.4 percent of the students did not talk to their counselor before entering their particular vocational class. Interviewees suggested that they needed more training for a job by a percentage of 38.9 on Question 20. Concerning Question 21, 9.3 percent of the nontraditional students indicated that their teachers did not perceive any difficulties for them because of their sex when they went job hunting.

TABLE 20

COMMENTS GIVEN BY NONTRADITIONAL VOCATIONAL STUDENTS TO QUESTIONS 1-4 AND 16-21 ON THE STUDENT INTERVIEW GUIDE

(N=54)

Category	Question Number	Comment	Males f	Males %	Females f	Females %
Skill Level Expected	1	a. blank space or no comment given by the student	32	59.3	22	40.7
Classroom Treatment	2	a. blank space or no comment given by the student	30	55.6	17	31.6
		b. treats males as less intelligent	1	1.8	0	0.0
		c. treats females as less intelligent	0	0.0	1	1.8
		d. lets males do more strenuous work	1	1.8	4	7.4
Learning Motivation	3	a. blank space or no comment given by the student	24	44.4	10	18.5
		b. easier work than other classes	2	3.7	0	0.0
		c. works harder than in other classes	3	5.6	9	16.7
		d. enjoyed this class more, more challenging than other classes	1	1.8	3	5.6
		e. didn't take this class as seriously as other classes	2	3.7	0	0.0
Teaching Materials	4	a. blank space or no comment given by the student	15	27.7	1	1.8
		b. more females pictured in learning materials	5	9.3	0	0.0
		c. more males pictured in learning materials	3	5.6	14	25.9
		d. half females/half males pictured in learning materials	9	16.7	3	5.6
		e. only technical drawings or illustrations in learning materials	0	0.0	4	7.4
Atmosphere In Class	16	a. blank space or no comment given by the student	28	51.9	14	25.9
		b. more comfortable than in other classes	2	3.7	5	9.3
		c. less comfortable than in other classes	2	3.7	3	5.6

TABLE 20--Continued

Category	Question Number	Comment	Males f	Males %	Females f	Females %
Sex Bias Awareness	17	a. blank space or no comment given by the student	15	27.7	13	24.0
		b. teacher or speakers' encouragement	5	9.3	3	5.6
		c. sport teams for both sexes made available	10	18.5	3	5.6
		d. bulletin boards and posters supplied	2	3.7	3	5.6
Counseling Effectiveness	18	a. blank space or no comment given by the student	12	22.2	15	27.7
		b. didn't talk to counselor	18	33.4	7	13.0
		c. counselor encouraged nontraditional courses	2	3.7	0	0.0
Counseling Effectiveness	19	a. blank space or no comment given by the student	32	59.3	21	38.9
		b. counselor showed films to encourage taking nontraditional courses	0	0.0	1	1.8
Career Readiness	20	a. blank space or no comment given by the student	16	29.6	15	27.7
		b. need more training for a job	16	29.6	5	9.3
		c. men are hired in women's field	0	0.0	2	3.7
Career Readiness	21	a. blank space or no comment given by the student	24	44.4	22	40.7
		b. teachers perceive no problems for students	5	9.3	0	0.0
		c. teachers perceive problems for students	3	5.6	0	0.0

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Traditional Student Interview Guide Data Description

The Traditional Student Interview Guide asked the traditional student for his/her opinion regarding the treatment of nontraditional vocational students within her/his school. This information should be kept in mind for easier understanding of the data presented below.

Table 21 describes part of the data gleaned from the Traditional Student Interview Guide. The following positive information was determined from at least 75.0 percent of the total number in the traditional student interview sample:

Question 1 - 100 percent perceived that their vocational teacher expected males and females to learn the same skills

Question 2 - 82.1 percent believed that their vocational teacher treated males and females in their vocational classroom in the same way

Question 4 - 96.4 percent revealed that pictures of only one sex in their learning materials did not make any difference to them

Question 16 - 78.6 percent acknowledged that they believed a male or female in their vocational class felt as comfortable in the vocational class as they did in their other classes

Question 18 - 89.3 percent believed that their counselor would encourage males or females to enter their particular vocational class

Question 19 - 92.9 percent believed that their school counselor would inform a male or female about the types of skills and learning activities that occur in a particular vocational class before they enroll

Question 20 - 89.3 percent believed that a male or female would have a skill adequate for getting a job when they completed the training program of the traditional student

Question 21 - 89.3 percent believed that a male or female leaving a vocational class would be aware of difficulties in getting a job in a particular field because of their sex

Two questions on the Traditional Student Interview Guide varied from the overall norm of sex fairness indicated by traditional students within all schools in the interview sample. Based upon the way Question 3 was stated to the student during the interview, males strongly agreed

TABLE 21

TRADITIONAL STUDENT INTERVIEW GUIDE SUMMARY FOR QUESTIONS 1-4 AND 16-21

(N=28)

Category	Question Number	Question	Male Responses Yes f	Male Responses Yes %	Male Responses No f	Male Responses No %	Female Responses Yes f	Female Responses Yes %	Female Responses No f	Female Responses No %
Skill Level Expectations	1	(Would/Does) your vocational teacher expect males and females in your vocational class to learn the same skills?	14	50.0	0	0.0	14	50.0	0	0.0
Classroom Treatment	2	Do you think your teacher (would/does) treat males and females in your vocational classroom the same?	11	39.2	3	10.7	12	42.9	2	7.2
Learning Motivation	3	Do you think a (male/female) in your vocational class (would/does) work as hard as they do in their other classes?	11	39.2	3	10.7	8	28.6	6	21.5
Teaching Materials	4	Do pictures of only one sex in your textbooks and other learning materials make any difference to you?	0	0.0	14	50.0	1	3.6	13	46.4
	16	Do you think a (male/female) in your vocational class (would/does) feel as comfortable as they do in other classes?	10	35.7	4	14.3	12	42.9	2	7.1

TABLE 21--Continued

Category	Question Number	Question	Male Responses				Female Responses			
			Yes		No		Yes		No	
			f	%	f	%	f	%	f	%
Sex Bias Awareness	17	Has your school done anything to make the school and community aware of sex bias?	7	25.0	7	25.0	9	32.1	5	17.9
	18	Do you think (males or females) do receive encouragment from your counselor to enter your vocational class?	12	42.9	2	7.1	13	46.4	1	3.6
Counseling Effectiveness	19	Do you think your counselor (would/does) inform a (male or female) about the types of skills and learning activities that occur in your vocational class before they enroll in it?	12	42.9	2	7.1	14	50.0	0	0.0
	20	Do you believe that a (male or female) (would/will) have a skill adequate for getting a job when they complete your course?	13	46.4	1	3.6	12	42.9	2	7.1
Career Readiness	21	Do you believe that a (male or female) leaving your vocational class (would/will) be aware of difficulties that could arise in getting a job in this particular field?	12	42.9	2	7.1	13	46.4	1	3.6

by a margin of 39.2 percent as compared to 10.7 percent that females would and do work as hard in their vocational class as they do in their other classes. Females on Question 3 were more uncertain about males working as hard by a margin of 28.6 saying "yes" they do, compared to 21.5 percent saying "no" they do not work as hard. Question 17 also indicated some indecision from traditional students about how their school was handling sex bias. On this question, 57.1 percent of the traditional students stated that their school had made an effort to create awareness of sex bias, but 46.9 percent of the students indicated that their school had not made any effort.

The ten questions on the Traditional Student Interview Guide receiving positive and negative responses also received comments from the students. All of the questions received a "no comment" response for at least 50.0 percent of the total traditional interview sample. Comments received from at least 10.0 percent of the 28 traditional student interviewees will be presented below.

The data presented for Table 22 must be interpreted somewhat differently than the data from the Nontraditional Student Interview Guide. Traditional student interviewees were asked to comment upon the treatment by the school and the behavior of nontraditional students as they perceived it. However, if the traditional students had not had contact with nontraditional students, then their opinions reflected a preconceived idea about school treatment and behavior of nontraditional students.

On Question 3, 10.7 percent of the traditional male students interviewed indicated they believed nontraditional females found the work harder in their vocational class than in their other high school classes. Another interesting point about Question 3 is that 14.3 percent of the traditional females felt nontraditional males did not take their vocational class as seriously as other classes, while only 3.6 percent of the traditional males felt this way about nontraditional females.

A percentage of 14.3 for traditional students on Question 4 revealed their belief that more males were pictured in their learning materials. Countering with a different viewpoint was 7.1 percent of the traditional males and 7.1 percent of the traditional females stating that their learning materials contained half females and half males.

Traditional males on Question 16 by a percentage of 14.3 acknowledged their belief that nontraditional females felt less comfortable in their vocational class than in other classes, while only 7.1 percent of traditional females believed nontraditional males felt uncomfortable in this situation. Regarding sex bias awareness in school on Question 17, 35.7 percent of traditional male and female interviewees stated that their teacher or a resource speaker had provided encouragement for considering nontraditional careers. Ten point seven percent of the traditional females commented that sports teams for both sexes were now available as a way their school was responding to the need for sex bias awareness.

TABLE 22

COMMENTS GIVEN BY TRADITIONAL VOCATIONAL STUDENTS ABOUT NONTRADITIONAL VOCATIONAL STUDENTS ON QUESTIONS 1-4 AND 16-21 ON THE STUDENT INTERVIEW GUIDE (N=28)

Category	Question Number		Comment	Males		Females	
				f	%	f	%
Skill Level Expectations	1	a.	blank space or no comment given by the student	14	50.0	14	50.0
Classroom Treatment	2	a.	blank space or no comment given by the student	12	42.9	14	50.0
		b.	lets males do more strenuous work	2	7.1	0	0.0
Learning Motivation	3	a.	blank space or no comment given by the student	10	35.7	9	32.1
		b.	easier work than other classes	0	0.0	1	3.6
		c.	harder work than other classes	3	10.7	0	0.0
		d.	didn't take this class as seriously as other classes	1	3.6	4	14.3
Teaching Materials	4	a.	blank space or no comment given by the student	8	28.6	9	32.2
		b.	more females pictured in learning materials	0	0.0	1	3.6
		c.	more males pictured in learning materials	4	14.3	0	0.0
		d.	half females/half males pictured in learning materials	2	7.1	2	7.1
		e.	only technical drawings or illustrations in learning materials	0	0.0	2	7.1
Atmosphere (Comfort In Class)	16	a.	blank space or no comment given by the student	10	35.7	11	39.3
		b.	more comfortable than in other classes	0	0.0	1	3.6
		c.	less comfortable than in other classes	4	14.3	2	7.1
Sex Bias Awareness	17	a.	blank space or no comment given by the student	10	35.7	5	17.9
		b.	teacher or speakers encouragement	4	14.3	6	21.4
		c.	sports teams for both sides made available	0	0.0	3	10.7

TABLE 22--Continued

Category	Question Number	Comment	Males		Females	
			f	%	f	%
Counseling Effectiveness	18	a. blank space or no comment given by the student	12	42.7	13	46.4
		b. counselor discouraged nontraditional courses	2	7.1	1	3.6
Counseling Effectiveness	19	a. blank space or no comment given by the student	12	42.9	14	50.0
		b. counselor showed films to encourage taking nontraditional courses	1	3.6	0	0.0
		c. counselor doesn't like vocational school	1	3.6	0	0.0
Career Readiness	20	a. blank space or no comment given by the student	13	46.4	11	39.3
		b. need more training for a job	1	3.6	2	7.1
		c. haven't learned correct skills for job	1	3.6	0	0.0
Career Readiness	21	a. blank space or no comment given by the student	14	50.0	13	46.4
		b. teachers perceive no problems for students	0	0.0	1	3.6

An interesting finding about Question 18 was that 7.1 percent of the male traditional students believed their counselors would discourage females from taking a male dominated course, while 3.6 percent of the female traditional students felt their counselor would discourage males. A comment worthy of notation about Question 20 was the fact that 3.6 percent of the male traditional interviewees perceived the need for more job training for female nontraditional students upon completion of a vocational course, whereas 7.1 percent of the traditional females felt this way about nontraditional males.

Nontraditional/Traditional Student Interview Guide Comparison

A special section for obtaining information about contributions and barriers to enrollment and completion of vocational courses was developed for both Nontraditional and Traditional Student Interview Guides.

To complete items 5-15 on the interview guides, students were asked to rate the influence of people in their lives affecting their decisions about vocational course enrollment on a scale from one, indicating no influence or importance, to five, indicating very influential or important. Table 23 presents means and rankings of the data for easier understanding of the persons considered important in decisions to enroll in a vocational course by nontraditional and traditional students.

One overall trend that appears after examination of Table 23 is that the student herself/himself and a parent seem very important to the student's decision while school personnel, especially the school principal and regular teachers, appear very unimportant. After comparing the cumulative ratings of nontraditional and traditional students, one can readily see that nontraditional and traditional student interviewees tend to agree that their choice of vocational course is most importantly affected by themselves; secondly, their mother/guardian; thirdly, their vocational teacher(s); and fourthly, their father/guardian. A large discrepancy in rankings exists between counselor rankings for traditional and nontraditional students. Counselors receive a ranking of five from traditional students while nontraditional students give counselors a ranking of eight for degree of influence.

Cumulative rankings reflect the influence of friends appears to be more important to nontraditional students than to traditional students. Male friends, however, received higher cumulative rankings than females from both nontraditional and traditional students. Brothers and sisters of traditional and nontraditional students varied greatly in cumulative rankings regarding their influence in vocational course enrollment decisions. All rankings within either the nontraditional or traditional student interview group did not vary more than three ranking places except for item nine on the Traditional Student Interview Guide. Traditional female interviewees were influenced to a greater extent by their female friends than either nontraditional females or any males.

TABLE 23

MEANS AND RANKINGS OF STUDENT RESPONSES TO INTERVIEW GUIDE ITEMS RELATIVE TO SIGNIFICANT PEOPLE'S INFLUENCE ON THEIR VOCATIONAL PROGRAM CHOICE

			Nontraditional Students (N=54)						Traditional Students (N=28)					
			Males		Females		Cumulative		Males		Females		Cumulative	
Category	Item Number	Item	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R	$\bar{X}$	R
Contributions/ Barriers to Enrollment and Completion	5	Your Father/Guardian	2.21	6	2.95	3	2.47	4	3.28	2	3.00	6	3.14	4
	6	Your Mother/Guardian	2.94	2	3.29	2	3.02	2	2.85	4	3.71	3	3.28	2
	7	Your Brother(s)	2.00	9	1.62	10	1.82	9	1.86	8	2.78	7	2.32	6
	8	Your Sister(s)	2.25	5	2.00	7	2.11	7	1.14	11	1.93	10	1.54	11
	9	Your Female Friends	2.03	8	2.48	5	2.17	6	1.43	10	3.07	5	2.25	8
	10	Your Male Friends	2.28	4	2.48	4	2.32	5	2.21	6	2.36	8	2.29	7
	11	Your Counselor(s)	2.19	7	1.66	9	1.94	8	2.86	3	3.14	4	3.00	5
	12	Your Regular Teacher(s)	1.71	10	1.57	11	1.62	10	1.64	9	2.21	9	1.93	10
	13	Your Vocational Teacher(s)	2.67	3	2.43	6	2.53	3	2.36	5	3.93	2	3.15	3
	14	Your School Principal	1.14	11	1.71	8	1.34	11	1.99	7	1.86	11	1.23	9
	15	Yourself	4.91	1	5.00	1	4.85	1	4.64	1	4.43	1	4.53	1

Comments in Table 24 made by vocational student interviewees on the interview guide items 5-15 could be classified as persons who contributed to the enrollment of the student in his/her particular vocational class. Students did not make any comments concerning these items about persons who presented barriers to their vocational enrollment. Nontraditional student interviewees by a percentage of 37.1 of the total 54 did not comment on items 5-15. Traditional students who were interviewed did not comment on items 5-15 by a margin of 25.0 percent of a total 28 interviewees.

On item 15, 8.5 percent of the nontraditional students indicated that they decided by themselves to enroll in a particular vocational class, while 17.8 percent of the traditional students indicated this. On item 10, male friends were mentioned by 11.1 percent of the nontraditional students as encouraging their enrollment. Counselors were mentioned by 21.4 percent of the traditional interviewees as contributing to their enrollment. Contrary to the low ranking that item 12 received from both traditional and nontraditional interviewees, 7.4 percent of the nontraditional male students commented that a regular high school teacher encouraged them to enroll in a vocational class.

TABLE 24

COMMENTS GIVEN BY VOCATIONAL STUDENTS TO ITEMS 5-16 ON STUDENT INTERVIEW GUIDES

			Nontraditional (N=54)				Traditional (N=58)			
			Males		Females		Males		Females	
Category	Item Number	Item	f	%	f	%	f	%	f	%
Contributions To Enrollment	5	Father/Guardian	3	5.6	0	0.0	1	3.6	1	3.6
	6	Mother/Guardian	3	5.6	0	0.0	1	3.6	2	7.1
	7	Brother(s)	1	1.8	1	1.8	1	3.6	0	0.0
	8	Sister(s)	0	0.0	1	1.8	0	0.0	0	0.0
	9	Female Friends	0	0.0	1	1.8	0	0.0	0	0.0
	10	Male Friends	4	7.4	2	3.7	1	3.6	0	0.0
	11	Counselor(s)	2	3.7	0	0.0	4	14.3	2	7.1
	12	Regular Teacher(s)	4	7.4	0	0.0	0	0.0	1	3.6
	13	Vocational Teacher(s)	0	0.0	2	3.7	0	0.0	1	3.6
	14	School Principal	0	0.0	0	0.0	0	0.0	1	3.6
	15	Yourself	4	7.4	6	11.1	3	10.7	2	7.1
	Blank	No Comment	11	20.4	9	16.7	3	10.7	4	14.3

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Based upon the findings reported in Chapter III, the instrumentation, and conditions during the survey, the following conclusions are judged by the project researchers to be the most noteworthy. The conclusions are presented for the written survey phase and the interview phase of the research project. Recommendations are a result of the knowledge gained in conducting the study and observations of the researchers as well as specific findings of the study.

Conclusions from Written Survey Phase

1. All seven respondent groups had an overall positive opinion that vocational teachers exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

2. All survey participant groups indicated a positive belief that nontraditional students, themselves, felt they were treated fairly, regardless of their gender.

3. Vocational principals, counselors and teachers had a positive belief that counselors exhibited sex fair behavior and sex fair treatment of nontraditional students. However, traditional students and their parents and nontraditional students and their parents were uncertain about counselors' behavior and treatment of nontraditional vocational students.

4. Only principals and counselors had a positive opinion that principals exhibited sex fair behavior and sex fair treatment of nontraditional vocational students. Vocational teachers, traditional students and their parents, and nontraditional students and their parents were "undecided" concerning the overall sex fair behavior of principals.

5. All survey respondent groups believed that the family and friends treated vocational students enrolled in a nontraditional program in a sex fair way.

6. Principals, counselors, and vocational teachers agreed that vocational teachers were attempting to eliminate sex bias. Traditional students and their parents were "undecided" about whether teachers were attempting to eliminate sex bias.

7. Principals, counselors, and vocational teachers agreed that vocational students believed their school should support the elimination of sex bias. Traditional students and their parents and nontraditional students and their parents were "undecided" about whether teachers were attempting to eliminate sex bias.

8. Principals, counselors, and vocational teachers agreed that counselors have tried to eliminate sex bias in career counseling. Traditional students and their parents and nontraditional students and their parents were "undecided" about whether the counselor had tried to eliminate sex bias in career counseling.

9. Principals agreed that principals have interpreted the need to eliminate sex bias to the community. Vocational teachers, counselors, both student groups, and both parent groups were "undecided" about whether principals had interpreted the need to eliminate sex bias to the community.

10. Based on the Sex Bias Scale, mean scores for traditional students and their parents and nontraditional students and their parents indicated all groups had moderate sex bias attitudes.

11. Based on the Factors Contributing to Nontraditional Enrollment (FCE) Scale, mean scores for traditional students and their parents and nontraditional students revealed these three groups believed schools were moderately contributing to the enrollment of nontraditional students. Parents of nontraditional students believed schools were contributing to the enrollment of nontraditional students in a moderately high way.

12. Based on the Attitudes Toward Vocational Education (ATVE) Scale, mean scores for both student and parent respondent groups indicated all groups had a moderately high attitude toward vocational education.

13. Three major barriers to nontraditional enrollment, indicated more often by the groups mentioned on each item, are as follows:

    (a) Teachers, nontraditional students, and traditional students believed comparisons were being made by vocational teachers between performance skills of male and female students.

    (b) Nontraditional and traditional students believed nontraditional vocational enrollees were uncomfortable in class.

    (c) Parents of traditional students felt some vocational courses were more appropriate for one sex than the other sex.

14. Seven major problem areas mentioned more often by the groups indicated on each item, regarding schools not optimally contributing to the enrollment of nontraditional students, are listed as follows:

    (a) Nontraditional students believed vocational teachers did not adequately explain the possible problems and barriers to students seeking a nontraditional job.

(b) Nontraditional students indicated that vocational teachers did not encourage all students to notify them if a nontraditional student received unfair treatment.

(c) Nontraditional students and parents of traditional students believed counselors did not emphasize higher salaries and job benefits to be obtained in jobs that have been traditionally for men only.

(d) Nontraditional and traditional students believed counselors have not counseled with parents of nontraditional students.

(e) Teachers and nontraditional students believed principals did discriminate in the use of equipment and restroom facilities for either sex.

(f) Traditional students, nontraditional students, and counselors indicated principals have not conducted sex bias awareness training for school personnel.

(g) All school personnel respondent groups believed the families of nontraditional students did not demonstrate interest and support for the vocational school by personal contacts with the school.

Conclusions From Interview Phase

1. The majority of the nontraditional student interviewees had fathers who were employed as "managers and/or Administrators," while most traditional students reported fathers as semi-skilled.

2. Over seventy-five percent of the nontraditional and traditional student interviewees indicated their vocational teachers treated males and females equally.

3. A large majority of the nontraditional students interviewed revealed that pictures of only one sex in instructional materials made no difference to them and they were comfortable in their vocational classes.

4. A large majority of nontraditional student interviewees revealed that counselors provided no encouragement toward their enrollment in a nontraditional vocational class.

5. Traditional and nontraditional interviewees stated that the following persons were the most important or influential upon their choice of vocational course: (a) the student, herself/himself; (b) their mother; (c) a vocational teacher; and (d) their father.

6. The majority of nontraditional students who were interviewed acknowledged that their teacher made them aware of difficulties concerning getting a job.

7. Traditional vocational student interviewees overwhelmingly stated that nontraditional students were treated sex fairly. Traditional student interviewees stated that nontraditional vocational students were treated fairly in the following ways:

   (a) Vocational teachers expected males and females to learn the same skills.

   (b) Vocational teachers treated males and females in their vocational classroom in the same way.

   (c) Pictures of only one sex in their learning materials did not make any difference to the traditional students in regards to nontraditional students' feelings.

   (d) Traditional students believed a male or female in their vocational class felt as comfortable in the vocational class as they did in their other classes.

   (e) Traditional students believed that their counselor would encourage males or females to enter the vocational class in which the traditional student was enrolled.

   (f) Traditional students believed that their counselor would inform a male or female about the types of skills and learning activities that occur in a particular vocational class before they enroll.

Recommendations

The following recommendations are made:

1. A publicity campaign using brochures, flyers, fact sheets, newsletters or student/parent activities emphasizing sex equality could aid in developing more parental support for vocational programs, and create sex bias awareness for families of vocational students.

2. Because both traditional and nontraditional vocational students were "undecided" on many survey items concerning sex bias in their vocational programs, an orientation with all vocational students about their legal rights, nontraditional career opportunities, and what schools are doing to eliminate sex bias seems warranted.

3. A sex-fair standardized method of student selection for over-capacity vocational courses should be developed for use in encouraging the enrollment of nontraditional vocational students.

4. Inservice or workshop training should be provided for vocational school and vocational high school counselors to increase their knowledge concerning career opportunities for nontraditional students, and to emphasize the legislative importance of encouraging the enrollment of nontraditional vocational students.

5. Additional research needs to be conducted to ascertain the extent to which teachers make performance comparisons based upon sex and the influence of such comparisons on enrollment, achievement, and job performance.

6. More indepth research possibly through vocational classroom observation, could lead to a greater knowledge of methods and techniques which could be used by teachers in eliminating sex bias.

7. Research for measuring attitudinal change at predetermined intervals after sex bias awareness training would aid in understanding at what rate attitudes toward sex bias are or could be changed.

8. The existence of sex bias attitudes have been found within secondary high schools and area and state vocational-technical schools. An interdisciplinary approach to inform and encourage the enrollment of nontraditional vocational students should be developed. The following outline presents a conceptualized vocational program model for reducing sex stereotyping and bias within a secondary school.

Outline

I. Development of a unit of study for vocational students to be taught by vocational teachers in regular high schools and/or by consumer and family life skills teachers in area and state vocational-technical schools encompassing the following topics:

    A. Introduction to Sex Stereotyping, Bias, and Discrimination

    B. Historical Background and Perspectives of Sex Bias and Discrimination

    C. Effects of Sex-Role Stereotyping in Life Development

D. Sex Equity Laws and How [illegible] Protect Students' Rights

E. Pro's and Con's of Nontraditional Vocational Training and Careers for Males and Females

II. Development of a plan of action to eliminate sex bias attitudes among vocational teachers by completing the following activities and utilizing periodic progress evaluations:

A. Curriculum Development

1. Teaching a unit on sex bias, stereotyping, and discrimination awareness
2. Sex fair usage of biased materials
3. Elimination of sex-biased language usage
4. Adoption of new sex fair curriculum materials

B. Teacher Behavior

1. Avoidance of expecting certain characteristics from females and certain characteristics from males
2. Exhibiting toward and expecting the same behavior from both sexes
3. Exhibiting the same social mores for both males and females

C. Evaluation of Students' Performance

1. Expecting the same academic and skill performance from males and females
2. Utilization of a grading system that is fair to both sexes

Vocational teachers could complete a monthly checklist by rating their growth toward the elimination of sex bias attitudes.

III. Development of a plan of action to eliminate sex bias attitudes among secondary vocational counselors and secondary academic counselors which includes the following activities and has periodic evaluations:

A. Introduction to vocational school courses through onsite vocational class exploration by counselors

B. In cooperation with school principals, counselors should adopt sex fair methods of selecting students for vocational schools with an over-capacity amount of students choosing specific classes

C. Group counseling with students the year before they are eligible to enroll in vocational courses to encourage the enrollment of nontraditional vocational students

D. Publicity of career opportunities by counselors including nontraditional career opportunities

E. Interest testing by counselors to help vocational students formalize career plans

F. Encouragement for vocational students to seek career counseling from counselors

G. Recognition of biases that confront nontraditional vocational students by counselors and an explanation of these biases to vocational students

Counselors should complete a monthly checklist to rate their growth toward the elimination of sex bias attitudes.

IV. Development of a plan of action to eliminate sex bias attitudes among secondary administrators/principals in high schools and area and state vocational-technical schools by including the following activities:

A. Coordination of their own efforts with vocational teachers and counselors to develop a plan of action to eliminate sex bias attitudes

B. Issuance of a policy statement of non-discrimination in all vocational programs

C. Promotion of good rapport between parents and the vocational school concerning equal rights for male and female students

D. Encouragement to all vocational students to complete their vocational course requirements

E. Promotion of nontraditional careers

F. Utilization of sex fair employment practices at the school

G. Utilization of sex fair school policies and procedures

Administrators/principals should complete a monthly checklist to rate the school's growth toward the elimination of sex bias attitudes.

Appendix A

Opinion Survey

WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

Center for Career and
Vocational Teacher Education

TO WHOM IT MAY CONCERN:

WESTERN KENTUCKY UNIVERSITY, IN CONJUNCTION WITH THE KENTUCKY BUREAU OF VOCATIONAL EDUCATION, IS CONDUCTING A STUDY TO EXAMINE SEX BIAS IN SELECTED SECONDARY VOCATIONAL HIGH SCHOOLS AND VOCATIONAL SCHOOLS IN KENTUCKY. ADMINISTRATORS, VOCATIONAL TEACHERS, COUNSELORS, PARENTS AND VOCATIONAL STUDENTS ARE BEING ASKED TO COMPLETE THE OPINION SURVEY. DATA RESULTING FROM THIS SURVEY WILL BE REPORTED IN SUMMARY FORM ONLY. THEREFORE, INDIVIDUAL RESPONSES WILL BE CONFIDENTIAL AND THE SURVEYS SHOULD CONTAIN NO IDENTIFYING RESPONDENT'S NAMES.

PLEASE COMPLETE THE OPINION SURVEY BY FOLLOWING THE DIRECTIONS PROVIDED ON THE ENCLOSED INSTRUCTION SHEET. THE SURVEY TAKES APPROXIMATELY 10-15 MINUTES TO COMPLETE. THE CODE NUMPER, LOCATED IN THE UPPER RIGHT HAND CORNER OF THE SURVEY, PROVIDES INFORMATION FOR COMPILING AND ANALYZING THE DATA THAT WE RECEIVE.

THE STUDY WILL REPORT THE EXISTING SEX BIAS ACROSS THE STATE AND WILL RECOMMEND STRATEGIES FOR CHANGE. YOUR SCHOOL WILL RECEIVE A FINAL REPORT OF OUR FINDINGS WHEN THE PROJECT IS COMPLETED.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS CONCERNING THE OPINION SURVEY, PLEASE CONTACT THE RESEARCH ASSISTANT ON THE PROJECT AT (502) 745-3441.

WE EXTEND OUR APPRECIATION FOR YOUR COOPERATION IN THIS ENDEAVOR.

SINCERELY,

Hazel C Davis
MS. HAZEL C. DAVIS
PROJECT CO-DIRECTOR

Norman D Ehresman
DR. NORMAN D. EHRESMAN
PROJECT CO-DIRECTOR

Patricia B. Richardson
MRS. PATRICIA B. RICHARDSON
RESEARCH ASSISTANT

OPINION SURVEY

THE SURVEY IS TO DETERMINE WHAT INFLUENCES STUDENTS TO ENROLL IN VOCATIONAL EDUCATION PROGRAMS (CLASSES) WHICH HAVE IN THE PAST ENROLLED ONLY STUDENTS OF ONE SEX. BELOW, YOU WILL FIND SOME HELPFUL DEFINITIONS OF TERMS USED IN THE SURVEY.

SEX BIAS--BEHAVIORS AND ATTITUDES RESULTING FROM THE ASSUMPTION THAT ONE SEX IS SUPERIOR TO ANOTHER.

TRADITIONAL VOCATIONAL EDUCATION PROGRAM--AN AREA OF VOCATIONAL EDUCATION INSTRUCTION WHICH HAS IN THE PAST ENROLLED ONLY MEMBERS OF ONE SEX.

EXAMPLES:

THE SECRETARIAL VOCATIONAL PROGRAM HAS IN THE PAST ENROLLED ONLY FEMALES.

THE AUTO MECHANICS VOCATIONAL PROGRAM HAS IN THE PAST ENROLLED ONLY MALES.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DIASGREE WITH THE FOLLOWING STATEMENTS BY CIRCLING 1, 2, 3, 4, OR 5 AS BELOW.

(1) IF YOU STRONGLY DISAGREE WITH THE STATEMENT.

(2) IF YOU DISAGREE WITH THE STATEMENT.

(3) IF YOU ARE UNDECIDED ABOUT THE STATEMENT.

(4) IF YOU AGREE WITH THE STATEMENT.

(5) IF YOU STRONGLY AGREE WITH THE STATEMENT.

FOR EXAMPLE:
IF YOU AGREE THAT VOCATIONAL EDUCATION IS A WORTHWHILE ENDEAVOR, YOU WOULD MARK THE STATEMENT AS FOLLOWS:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
(1) VOCATIONAL EDUCATION IS A WORTHWHILE ENDEAVOR.	1	2	3	[✓ 4]	5

PLEASE DO NOT OMIT ANY ITEMS.

A. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. WELCOME ANY STUDENT INTO THEIR CLASS REGARDLESS OF WHETHER THEY ARE MALE OR FEMALE.	1	2	3	4	5
2. GIVE THE SAME ASSIGNMENTS TO BOTH MALE AND FEMALE STUDENTS	1	2	3	4	5
3. NOT SEPARATE MALES AND FEMALES INTO SEPARATE GROUPS FOR CLASS ACTIVITIES OR PROJECTS.	1	2	3	4	5
4. LET ONLY FEMALES OR ONLY MALES DO ALL THE DEMONSTRATIONS IN CLASS.	1	2	3	4	5
5. MAKE COMPARISONS BETWEEN PERFORMANCE SKILLS OF MALES AND FEMALES.	1	2	3	4	5
6. ENCOURAGE ONLY MALES TO CHOOSE CAREERS WHERE THEY CAN BE INDEPENDENT AND EXERCISE LEADERSHIP.	1	2	3	4	5
7. USE THE SAME GRADING PROCEDURES FOR BOTH MALE AND FEMALE STUDENTS.	1	2	3	4	5
8. EQUALLY ENCOURAGE BOTH MALE AND FEMALE STUDENTS TO COMPLETE THEIR VOCATIONAL PROGRAM.	1	2	3	4	5
9. EXPLAIN THE POSSIBLE PROBLEMS AND BARRIERS THAT A STUDENT MAY ENCOUNTER WHEN SEEKING A JOB USUALLY HELD BY THE OPPOSITE SEX	1	2	3	4	5
10. ENCOURAGE ALL STUDENTS TO NOTIFY THEM IF THEY ARE BEING TREATED UNFAIRLY BY CLASSMATES OF THE OPPOSITE SEX	1	2	3	4	5
11. MAKE INFORMATION AVAILABLE ON THE OPPORTUNITIES AND BENEFITS OF FINDING A JOB IN THEIR RESPECTIVE FIELDS	1	2	3	4	5
12. MAKE FUN OF THEM IN CLASS.	1	2	3	4	5
13. USE TEXTBOOKS AND OTHER MATERIALS WHICH SHOW MEN AND WOMEN DOING THE WORK THAT IS BEING TAUGHT IN CLASS	1	2	3	4	5
14. PROVIDE STUDENTS WITH THE OPPORTUNITY TO TALK ABOUT JOBS WITH PERSONS WHO HAVE JOBS IN FIELDS USUALLY MADE UP OF THE OPPOSITE SEX	1	2	3	4	5
15. TRY TO ELIMINATE SEX BIAS IN THEIR CLASSROOM.	1	2	3	4	5
16. WILL USE WORDS SUCH AS POLICE OFFICER INSTEAD OF POLICEMAN TO PREVENT THE LABELING OF JOBS AS BELONGING TO MALES OR FEMALES	1	2	3	4	5

B. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. A MALE STUDENT WILL BE CONSIDERED "SISSY" IF HE ENROLLS IN A COURSE MADE UP OF MOSTLY FEMALES.	1	2	3	4	5
2. A FEMALE STUDENT WILL BE CONSIDERED A "TOMBOY" IF SHE ENROLLS IN A COURSE MADE UP MOSTLY OF MALES.	1	2	3	4	5
3. A STUDENT WHO ENTERS A COURSE WHICH HAS USUALLY BEEN FOR THE OPPOSITE SEX DOES SO FOR SOCIALIZING RATHER THAN LEARNING.	1	2	3	4	5
4. SOME VOCATIONAL COURSES ARE ONLY APPROPRIATE FOR MALES AND OTHERS ARE ONLY APPROPRIATE FOR FEMALES	1	2	3	4	5
5. A STUDENT ENROLLED IN A PROGRAM THAT HAS BEEN TRADITIONALLY FOR THE OPPOSITE SEX WILL BE EXPECTED TO MAKE BETTER GRADES.	1	2	3	4	5
6. A STUDENT WILL FEEL UNCOMFORTABLE IN A PROGRAM THAT HAS BEEN TRADITIONALLY FOR THE OPPOSITE SEX.	1	2	3	4	5
7. A STUDENT WILL NOT BE TREATED FAIRLY IN A CLASS MADE UP MOSTLY OF MEMBERS OF THE OPPOSITE SEX.	1	2	3	4	5
8. A STUDENT WHO OBTAINS TRAINING IN A FIELD USUALLY DOMINATED BY THE OPPOSITE SEX WILL NOT BE ABLE TO GET A JOB IN THAT FIELD	1	2	3	4	5
9. ALL VOCATIONAL PROGRAMS SHOULD BE OPEN TO ALL STUDENTS	1	2	3	4	5
10. FEMALE STUDENTS LACK KNOWLEDGE IN MATH TO ADEQUATELY COMPLETE THE REQUIREMENTS OF A TRADE AND INDUSTRY PROGRAM.	1	2	3	4	5
11. THEIR SCHOOL SHOULD SUPPORT THE ELIMINATION OF SEX BIAS.	1	2	3	4	5
12. MALE STUDENTS LACK FINGER COORDINATION TO PERFORM CERTAIN SKILLS SUCH AS TYPING	1	2	3	4	5

C. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. USE THE SAME ADMISSION POLICY FOR ALL STUDENTS	1	2	3	4	5
2. COUNSEL MALE AND FEMALE STUDENTS DIFFERENTLY.	1	2	3	4	5
3. POINT OUT SEX BIASES THAT PROBABLY EXIST IN JOBS.	1	2	3	4	5
4. EMPHASIZE THE HIGHER SALARIES AND BENEFITS TO BE OBTAINED IN JOBS THAT HAVE BEEN TRADITIONALLY FOR MEN ONLY	1	2	3	4	5
5. MAKE STUDENTS AWARE OF POSSIBLE PROBLEMS THAT THEY MAY ENCOUNTER WHEN ENROLLED IN A CLASS THAT HAS TRADITIONALLY BEEN FOR ONE SEX ONLY. . .	1	2	3	4	5
6. ENCOURAGE ALL STUDENTS TO COMPLETE ALL VOCATIONAL REQUIREMENTS.	1	2	3	4	5
7. EXPOSE STUDENTS TO PERSONS WHO HAVE JOBS IN FIELDS USUALLY MADE UP OF THE OPPOSITE SEX	1	2	3	4	5
8. EXPLORE A VARIETY OF CAREER OPTIONS WITH ALL STUDENTS.	1	2	3	4	5
9. DEMONSTRATE THROUGH THEIR ACTIONS THAT VOCATIONAL COUNSELING IS AS IMPORTANT FOR FEMALES AS IT IS FOR MALES.	1	2	3	4	5
10. TRY TO ELIMINATE SEX BIAS IN ALL CAREER COUNSELING.	1	2	3	4	5
11. COUNSEL WITH PARENTS OF STUDENTS WHO SEEK TRAINING IN FIELDS DOMINATED BY MEMBERS OF THE OPPOSITE SEX.	1	2	3	4	5
12. ADVISE STUDENTS AND PARENTS OF CAREER OPTIONS AVAILABLE TO ALL STUDENTS IN VOCATIONAL EDUCATION	1	2	3	4	5

D. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL PRINCIPAL WILL:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. ISSUE A POLICY STATEMENT OF NON-DISCRIMINATION IN ALL VOCATIONAL PROGRAMS	1	2	3	4	5
2. NOTIFY STUDENTS, PARENTS, COUNSELORS, TEACHERS, COMMUNITY LEADERS, AND EMPLOYERS OF COMPLIANCE WITH TITLE IX.	1	2	3	4	5
3. REVIEW ALL SCHOOL BULLETINS, ADMISSION POLICIES, GRADUATION REQUIREMENTS, ETC. FOR SEX BIAS.	1	2	3	4	5
4. NOT DISCRIMINATE IN THE USE OF EQUIPMENT OR RESTROOM FACILITIES FOR EITHER SEX.	1	2	3	4	5
5. PUBLICIZE THROUGH LETTERS OR HANDBOOKS TO PARENTS AND STUDENTS THAT ALL VOCATIONAL COURSES ARE OPEN TO ALL STUDENTS	1	2	3	4	5
6. HOLD TRAINING SESSIONS FOR ALL SCHOOL PERSONNEL TO ELIMINATE SEX BIAS.	1	2	3	4	5
7. INTERPRET THE NEED TO ELIMINATE SEX BIAS TO PARENTS, COMMUNITY LEADERS, AND POLICY MAKING GROUPS	1	2	3	4	5
8. ACTIVELY RECRUIT MEMBERS OF THE OPPOSITE SEX INTO PROGRAMS WHICH HAVE BEEN TRADITIONALLY FOR EITHER MALES OR FEMALES	1	2	3	4	5
9. ENCOURAGE STUDENTS TO COMPLETE ALL VOCATIONAL PROGRAM REQUIREMENTS.	1	2	3	4	5
10. PUBLICIZE THE EMPLOYMENT POSSIBILITIES IN ALL VOCATIONAL AREAS FOR BOTH MALES AND FEMALES	1	2	3	4	5

E. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. ENCOURAGE THEM TO ENTER WHATEVER VOCATIONAL AREA THEY WISH.	1	2	3	4	5
2. PROVIDE ENCOURAGEMENT AND SUPPORT IF THEY ENTER VOCATIONAL PROGRAMS (CLASSES) WHICH HAVE IN THE PAST ENROLLED ONLY MALES OR ONLY FEMALES	1	2	3	4	5
3. DEMONSTRATE INTEREST AND SUPPORT IN VOCATIONAL PROGRAMS BY PERSONAL CONTACTS WITH THE SCHOOL	1	2	3	4	5
4. DISCUSS POTENTIAL PROBLEMS AND SOLUTIONS THAT MAY BE OF HELP TO THEM	1	2	3	4	5
5. BE EMBARRASSED IF THEY ENROLL IN PROGRAMS THAT IN THE PAST HAVE BEEN CHIEFLY FOR MEMBERS OF THE OPPOSITE SEX	1	2	3	4	5
6. MAKE FUN OF THEM FOR THEIR INTEREST IN ENROLLING IN A CLASS CONSISTING OF ONLY MALES OR ONLY FEMALES.	1	2	3	4	5
7. EXPECT THEIR OWN CAREER CHOICE TO BE FOLLOWED RATHER THAN THE STUDENT'S PREFERENCE OF CAREER	1	2	3	4	5
8. ATTEMPT TO CHANGE THEIR OWN SEX BIAS ATTITUDES	1	2	3	4	5
9. STRONGLY OPPOSE THEIR ENROLLMENT IN A FIELD WHICH HAS TRADITIONALLY BEEN ONLY FOR MALES OR ONLY FOR FEMALES.	1	2	3	4	5
10. URGE THEM TO COMPLETE THE VOCATIONAL PROGRAM OF THEIR CHOICE	1	2	3	4	5

F. A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT THEIR FRIENDS WILL:

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
1. LAUGH AT THEM FOR THEIR INTEREST IN ENROLLING IN A CLASS CONSISTING OF THE OPPOSITE SEX.	1	2	3	4	5
2. DISCOURAGE THEM BY SAYING THEY WILL NOT BE ABLE TO GET A JOB IN THE FIELD IN WHICH THEY HAVE RECEIVED TRAINING.	1	2	3	4	5
3. TREAT THEM AS AN OUTCAST	1	2	3	4	5
4. ENCOURAGE THEM TO ENROLL IN THE VOCATIONAL FIELD OF THEIR CHOICE	1	2	3	4	5
5. DISCOURAGE THEM BY SAYING THEY LACK THE SKILLS AND KNOWLEDGE TO DO WELL IN A CLASS USUALLY MADE UP OF MEMBERS OF THE OPPOSITE SEX	1	2	3	4	5
6. DISCOURAGE THEM FROM TRYING SOMETHING NEW.	1	2	3	4	5
7. TELL THEM IT WILL BE EASY TO FIND A JOB IN AN AREA USUALLY HELD BY MEMBERS OF THE OPPOSITE SEX.	1	2	3	4	5
8. SUPPORT CHANGE TO ELIMINATE SEX BIAS	1	2	3	4	5

Appendix B

Instruction Sheets

ADMINISTRATOR INSTRUCTION SHEET

1. READ THE COVER LETTER FOR AN EXPLANATION OF THE OPINION SURVEY.
2. COMPLETE THE SURVEY. FOLLOW DIRECTIONS PROVIDED ON THE SURVEY. IT TAKES APPROXIMATELY 10-15 MINUTES TO COMPLETE.
3. DO NOT WRITE YOUR NAME ON THE OPINION SURVEY.
4. PLEASE RETURN THE COMPLETED OPINION SURVEY IN THE ENVELOPE PROVIDED TO THE RESEARCHER TODAY.
5. THANK YOU VERY MUCH FOR YOUR COOPERATION.
6. YOUR SEX ○ MALE ○ FEMALE
   (CHECK ONE)

COUNSELOR INSTRUCTION SHEET

1. READ THE COVER LETTER FOR AN EXPLANATION OF THE OPINION SURVEY.
2. COMPLETE THE SURVEY. FOLLOW DIRECTIONS PROVIDED ON THE SURVEY. IT TAKES APPROXIMATELY 10-15 MINUTES TO COMPLETE.
3. DO NOT WRITE YOUR NAME ON THE OPINION SURVEY.
4. PLEASE RETURN THE COMPLETED OPINION SURVEY IN THE ENVELOPE PROVIDED TO THE RESEARCHER TODAY.
5. THANK YOU VERY MUCH FOR YOUR COOPERATION.
6. YOUR SEX ○ MALE ○ FEMALE
   (CHECK ONE)

TEACHER INSTRUCTION SHEET

1. READ THE COVER LETTER FOR AN EXPLANATION OF THE OPINION SURVEY.
2. COMPLETE YOUR OPINION SURVEY. IT TAKES APPROXIMATELY 10-15 MINUTES TO COMPLETE. DO NOT WRITE YOUR NAME ON THE SURVEY.
3. PLEASE RETURN THE COMPLETED OPINION SURVEY IN THE ENVELOPE PROVIDED TO THE RESEARCHER TODAY.
4. THANK YOU VERY MUCH FOR YOUR COOPERATION.

DEMOGRAPHIC INFORMATION

PLEASE CHECK (✓) THE APPROPRIATE RESPONSE.

1. SEX ○ MALE ○ FEMALE
2. VOCATIONAL COURSE THAT YOU ARE TEACHING
   - ○ HOME ECONOMICS
   - ○ AGRICULTURE
   - ○ BUSINESS & OFFICE
   - ○ TRADE & INDUSTRY
   - ○ HEALTH CAREERS
3. NUMBER OF STUDENTS IN YOUR CLASS(ES): (FILL IN THE BLANKS BELOW)

   MALES _______ FEMALES _______

STUDENT INSTRUCTION SHEET

1. THIS IS NOT A TEST. IT IS AN OPINION SURVEY SENT BY WESTERN KENTUCKY UNIVERSITY AND THE KENTUCKY BUREAU OF VOCATIONAL EDUCATION TO SEE HOW YOU FEEL ABOUT SEX BIAS IN THIS SCHOOL.
2. READ THE COVER LETTER FOR MORE INFORMATION ABOUT THE OPINION SURVEY.
3. DO NOT WRITE YOUR NAME ON THE OPINION SURVEY.
4. YOUR TEACHER WILL NOT BE LOOKING AT YOUR ANSWERS, AND NO ONE WILL KNOW WHO COMPLETED THE FORMS. PLEASE READ EACH QUESTION ALL THE WAY THROUGH AND ANSWER IT TRUTHFULLY.
5. READ THE DIRECTIONS AND DEFINITIONS ON YOUR OPINION SURVEY.
6. COMPLETE THE OPINION SURVEY ON YOUR OWN.
7. RETURN THE OPINION SURVEY TO THE APPROPRIATE PERSON.
8. TAKE THE PARENT OPINION SURVEY AND RETURN ENVELOPE HOME AND LET ONE OF YOUR PARENTS COMPLETE THE SURVEY AND THEN MAIL IT.
9. THANK YOU VERY MUCH FOR YOUR COOPERATION.

DEMOGRAPHIC INFORMATION

PLEASE CHECK (✓) THE APPPOPRIATE ANSWER.

1. SEX ☐ MALE ☐ FEMALE
2. VOCATIONAL COURSE ENROLLED IN:

   ☐ HOME ECONOMICS ☐ BUSINESS & OFFICE ☐ HEALTH CAREERS
   ☐ AGRICULTURE ☐ TRADE & INDUSTRY

3. IN YOUR ESTIMATION, WHICH OF THE FOLLOWING IS CLOSEST TO YOUR TOTAL YEARLY HOUSEHOLD INCOME? CHECK ONLY ONE.

   ☐ LESS THAN $5,000 ☐ $15,001 TO $20,000
   ☐ $5,001 TO $10,000 ☐ $20,001 AND OVER
   ☐ $10,001 TO $15,000 ☐ DON'T KNOW

4. NUMBER OF YEARS ENROLLED IN THIS VOCATIONAL PROGRAM: ______
   (FILL IN THE BLANK)

Student Instruction Sheet (continued)

5. Parents' Present Occupations

Father	Mother	
☐	☐	CLERICAL OR SALES (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)
☐	☐	SKILLED CRAFTSMAN (such as: electrician, mechanic, welder, factory foreman, etc.)
☐	☐	PROFESSIONAL (such as: pharmacist, engineer, physician, etc.)
☐	☐	TEACHER OR OTHER EDUCATOR (such as: counselor, principal, etc.)
☐	☐	LABORER (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)
☐	☐	AGRICULTURE (such as: farmer, farm laborer, farm manager, etc.)
☐	☐	SERVICE WORKER (such as: policeman, barber, waitress, housekeeper etc.)
☐	☐	TECHNICIAN (such as: draftsman, nurse, laboratory technician, etc.)
☐	☐	SEMI-SKILLED WORKER (such as: truck driver, factory machine operator, etc.)
☐	☐	MANAGER AND/OR ADMINISTRATOR (such as: bank officer, buyer, contractor, department head, owner of business, etc.)
☐	☐	NOT EMPLOYED.
☐	☐	OTHER (describe) ____________________.
☐	☐	I DON'T KNOW.

6. Parent Education

Father	Mother	
☐	☐	Don't Know
☐	☐	Eighth grade or less
☐	☐	Didn't finish high school
☐	☐	High School Graduate
☐	☐	Some College
☐	☐	College Graduate

Parent Instruction Sheet

1. This is an opinion survey sent by Western Kentucky University and the Kentucky Bureau of Vocational Education to see how you feel about sex bias in the school where your son or daughter is enrolled.
2. Read the cover letter for more information about the opinion survey.
3. Do not write your name on the opinion survey.
4. Complete the survey. Follow directions provided on the survey. It takes approximately 10-15 minutes to complete.
5. Please place your opinion survey in the return envelope and mail as soon as possible.
6. Thank you very much for your cooperation.

Demographic Information

Please check (✓) the appropriate answer.

1. Sex ☐ Male ☐ Female
2. I have a ☐ Son, ☐ Daughter enrolled in:

   ☐ Home Economics
   ☐ Agriculture
   ☐ Business & Office
   ☐ Trade & Industry
   ☐ Health Careers

3. In your estimation, which of the following is closest to your total yearly household income? Check only one.

   ☐ Less than $5,000
   ☐ $5,001 to $10,000
   ☐ $10,001 to $15,000
   ☐ $15,001 to $20,000
   ☐ $20,001 and over
   ☐ Don't Know

Parent Instruction Sheet (continued)

4. Present Occupations

Father	Mother	
☐	☐	CLERICAL OR SALES (SUCH AS: BOOKKEEPER, SECRETARY, REAL ESTATE SALESPERSON, DEPARTMENT STORE SALESPERSON, ETC.)
☐	☐	SKILLED CRAFTSMAN (SUCH AS: ELECTRICIAN, MECHANIC, WELDER, FACTORY FOREMAN, ETC.)
☐	☐	PROFESSIONAL (SUCH AS: PHARMACIST, ENGINEER PHYSICIAN, ETC.)
☐	☐	TEACHER OR OTHER EDUCATOR (SUCH AS: COUNSELOR, PRINCIPAL, ETC.)
☐	☐	LABORER (EXCEPT FARM) (SUCH AS: GAS STATION ATTENDANT, CONSTRUCTION WORKER, FREIGHT, GARBAGE COLLECTOR, ETC.)
☐	☐	AGRICULTURE (SUCH AS: FARMER, FARM LABORER, FARM MANAGER, ETC.)
☐	☐	SERVICE WORKER (SUCH AS: POLICEMAN, BARBER, WAITRESS, HOUSEKEEPER, ETC.
☐	☐	TECHNICIAN (SUCH AS: DRAFTSMAN, NURSE, LABORATORY TECHNICIAN, ETC.)
☐	☐	SEMI-SKILLED WORKER (SUCH AS: TRUCK DRIVER, FACTORY MACHINE OPERATOR, ETC.)
☐	☐	MANAGER AND/OR ADMINISTRATOR (SUCH AS: BANK OFFICER, BUYER, CONTRACTOR, DEPARTMENT HEAD, OWNER OF BUSINESS, ETC.)
☐	☐	NOT EMPLOYED.
☐	☐	OTHER (DESCRIBE) ______________________.
☐	☐	I DON'T KNOW.

5. Education

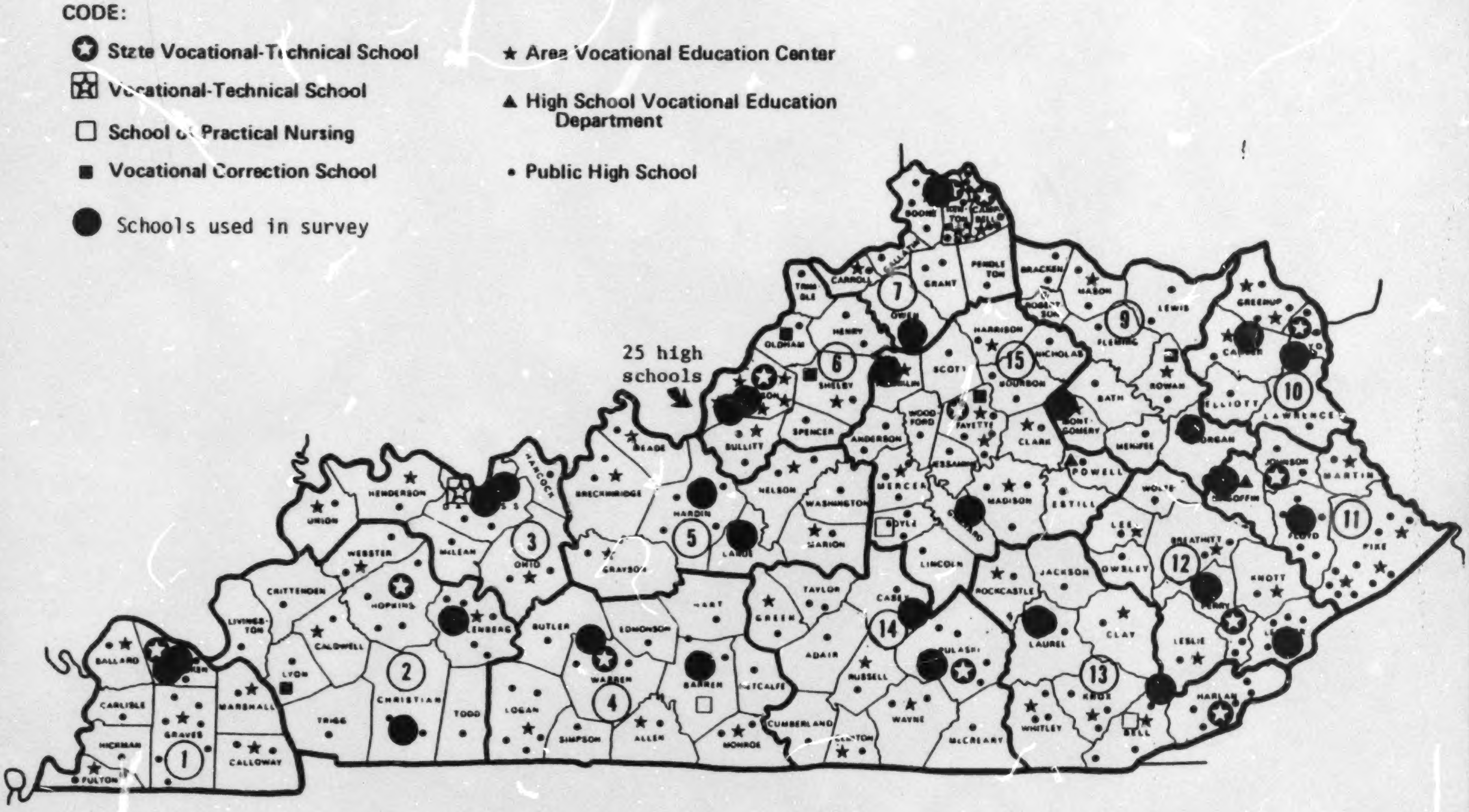
Father	Mother	
☐	☐	Don't Know.
☐	☐	Eighth grade or less
☐	☐	Didn't finish high school
☐	☐	High School Graduate
☐	☐	Some College
☐	☐	College Graduate

Appendix C

Geographic Distribution of Sample Schools

Appendix C

Geographic Survey Sample Distribution


CODE:
✪ State Vocational-Technical School
⊠ Vocational-Technical School
☐ School of Practical Nursing
■ Vocational Correction School
● Schools used in survey
★ Area Vocational Education Center
▲ High School Vocational Education Department
• Public High School
25 high schools
1
2
3
4
5
6
7
9
10
11
12
13
14
15
BOONE
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
CARROLL
TRIMBLE
OWEN
HARRISON
ROBERTSON
FLEMING
CARTER
BOYD
OLDHAM
HENRY
SHELBY
SCOTT
BOURBON
NICHOLAS
BATH
ROWAN
ELLIOTT
LAWRENCE
BULLITT
SPENCER
ANDERSON
WOODFORD
FAYETTE
CLARK
MONTGOMERY
MENIFEE
MORGAN
JOHNSON
MARTIN
MEADE
HANCOCK
HENDERSON
UNION
BRECKINRIDGE
HARDIN
NELSON
WASHINGTON
MERCER
JESSAMINE
POWELL
WOLFE
MAGOFFIN
FLOYD
PIKE
MADISON
ESTILL
LEE
BREATHITT
KNOTT
MCLEAN
OHIO
GRAYSON
LARUE
MARION
BOYLE
GARRARD
LINCOLN
JACKSON
OWSLEY
PERRY
LETCHER
WEBSTER
CRITTENDEN
HOPKINS
MUHLENBERG
BUTLER
EDMONSON
HART
GREEN
TAYLOR
CASEY
ROCKCASTLE
LAUREL
CLAY
LESLIE
HARLAN
LIVINGSTON
CALDWELL
LYON
CHRISTIAN
TODD
LOGAN
WARREN
BARREN
METCALFE
ADAIR
RUSSELL
PULASKI
KNOX
BELL
BALLARD
CARLISLE
HICKMAN
FULTON
GRAVES
MARSHALL
CALLOWAY
TRIGG
SIMPSON
ALLEN
MONROE
CUMBERLAND
CLINTON
WAYNE
MCCREARY
WHITLEY

FACILITIES OFFERING VOCATIONAL EDUCATION PROGRAMS BY REGIONS

Appendix D

Example of Letters of Project Notification

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

Date

Name of the Vocational Regional Director
Name of the Vocational Region
Address of the Regional Office

Dear Mr./Ms. ________:

One of the responsibilities of the Office of Equal Vocational Opportunity is to review vocational education programs in the State for sex bias. In order to obtain this information, the Bureau of Vocational Education in conjunction with Western Kentucky University is conducting a survey to assess sex bias in vocational education programs.

This survey is to be administered to twenty-eight randomly selected secondary vocational high schools, area vocational schools and State Vocational schools. From each selected school, thirty students, one administrator, one counselor, two vocational teachers, and thirty parents will be asked to participate in the project. ____School Name____ and ____School Name____ are the two schools from your region which were randomly selected.

Only a minimum disruption of school routine for survey completion will be required of the project participants. The project staff will assume major responsibility for administering the survey.

The results of the study will report the existing sex bias across the State in summary form only. Confidentiality of responses will be ensured; no results will be identified by school or individual. Each participating school will receive a final report. Your support and cooperation is greatly appreciated.

Procedures to be used in the data collection are attached.

Sincerely,

Hazel C. Davis, Director
Equal Vocational Opportunity

bb

Attachment

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

Date

Name of the Superintendent
Name of the School System
Address of the Superintendent's Office

Dear Mr./Ms. __________:

One of the responsibilities of the Office of Equal Vocational Opportunity is to review vocational education programs in the State for sex bias. In order to obtain this information, the Bureau of Vocational Education in conjunction with Western Kentucky University is conducting a survey to assess sex bias in vocational education programs.

This survey is to be administered to twenty-eight randomly selected secondary vocational high schools, area vocational schools and State Vocational schools. From each selected school, thirty students, one administrator, one counselor, two vocational teachers, and thirty parents will be asked to participate in the project. ______School Name______ is the school from your district which was randomly selected.

Only a minimum disruption of school routine for survey completion will be required of the project participants. The project staff will assume major responsibility for administering the survey.

The results of the study will report the existing sex bias across the State in summary form only. Confidentiality of responses will be ensured; no results will be identified by school or individual. Each participating school will receive a final report. Your support and cooperation is greatly appreciated.

Procedures to be used in the data collection are attached.

Sincerely,

Hazel C. Davis, Director
Equal Vocational Opportunity

bb

Attachment

COMMONWEALTH OF KENTUCKY
Department of Education
BUREAU OF VOCATIONAL EDUCATION
FRANKFORT 40601

Date

Name of the Principal
Name of the School
Address of the School

Dear Mr./Ms. _________:

One of the responsibilities of the Office of Equal Vocational Opportunity is to review vocational education programs in the State for sex bias. In order to obtain this information, the Bureau of Vocational Education in conjunction with Western Kentucky University is conducting a survey to assess sex bias in vocational education programs.

This survey is to be administered to twenty-eight randomly selected secondary vocational high schools, area vocational schools and State Vocational schools. From each selected school, thirty students, one administrator, one counselor, two vocational teachers, and thirty parents will be asked to participate in the project. ____School Name____ was randomly selected.

Only a minimum disruption of school routine for survey completion will be required of the project participants. The project staff will assume major responsibility for administering the survey.

The results of the study will report the existing sex bias across the State in summary form only. Confidentiality of responses will be ensured; no results will be identified by school or individual. Each participating school will receive a final report. Your support and cooperation is greatly appreciated.

Procedures to be used in the data collection are attached.

Sincerely,

Hazel C. Davis, Director
Equal Vocational Opportunity

bb

Attachment

Appendix E

Procedures for Survey Administration and the Interview Process at Each Project Participating School

Procedure for Opinion Survey Administration and Interview Process At Each Participating School

I. Preliminary Notification Process

1. The researcher will contact the principal by phone to schedule a date to come to the school.

2. The researcher will ask if there is a central location within the school where all selected students can be given the survey.

3. The researcher will schedule two appropriate times to administer surveys and conduct interviews in the morning and in the afternoon at each school.

II. Actual Survey Administration and Interview Process For The Morning

1. The researcher will arrive at the school at 8:30 a.m.

2. The researcher will deliver one administrator, one counselor, and two vocational teacher surveys to research project identified persons to complete before the end of the school day, if possible.

3. The researcher will ask school personnel to call all research project selected vocational students in attendance to a central school location for survey distribution at an appropriate time. Explanation and completion of the survey will take approximately 30 minutes.

4. After all students have arrived at the central location, the researcher will ask the students to pick up their survey and their parent's survey as their name is called to insure that each student gets the correct survey. Each student will be asked to provide their parent's name for later survey follow-up since parent surveys will be returned individually by mail.

5. The researcher will guide students through completion of the demographic data on the survey.

6. All directions on the survey will be read to the students by the researcher.

    a. Definitions of "sex bias" and "traditional vocational programs" will be emphasized.

    b. Circling the number that most correctly indicates the student's attitude will be emphasized.

c. The need for students to deliver the parent survey to their parent for completion and return by mail as soon as possible will be emphasized.

7. The researcher will explain to the students that the survey asks for their opinion of their teacher's behavior, student's behavior, their vocational counselor's behavior, their principal's behavior, their family's behavior, and their friend's behavior toward non-traditional vocational students. (Example - a female in a welding class of mostly males is a non-traditional student.)

8. The researcher will remind students to ask questions if they don't understand something on the survey.

9. Students will complete the surveys and then return to class.

10. Three vocational students who have been selected for interviews will be asked to remain after completion of their opinion surveys. Interviews will be approximately 15 minutes in length per student.

11. The three students selected for interviews will be interviewed individually and will then return to class.

III. Actual Survey Administration and Interview Process for the Afternoon

1. If some research project selected vocational students attend another vocational school or high school during the morning, the survey will be administered and interviews conducted for these students in the afternoon. Procedures 3-11 listed above will be repeated by the researcher.

2. Survey instruments for selected vocational students who are absent will be left with return envelopes with their teacher for later completion and return.

3. Survey instruments for an administrator, counselor, or vocational teacher who is absent will be left in the person's school mailbox for later completion and return.

Appendix F

Nontraditional Student Interview Guide

NON-TRADITIONAL STUDENT INTERVIEW GUIDE

Preliminary Information (Fill in the blank)

Date ____________ Interviewer ____

Sex _____________ School ____

School Address ____

Vocational Courses Enrolled In ____

____

Father's Occupation ____

Mother's Occupation ____

Skill Level Expected (Check appropriate answer and fill in requested information)

1. Does your vocational teacher expect males and females in your vocational class to learn the same skills? Yes ___ No ___ Why? _________________

   ____

2. Does your vocational teacher treat male and female students in your class differently? No ____ Yes ____ How? ______________________________

   ____

Learning Motivation

3. Do you work as hard in this vocational class as you do in your other classes? Yes ____ No ____ Explain ______________________________

   ____

Teaching Materials

4. Have pictures of only one sex in your books and other learning materials made any difference to you? Yes ____ No ____ Comments: ______________

   ____

   ____

   ____

RATING SCALE

Below is a rating scale to help you indicate the importance or influence of several people on your decision to enter the vocational area you are now studying. As the interviewer reads the item, please answer with one of the following statements:

(1) No Importance or No Influence

(2) Of Little Importance or Of Little Influence

(3) Moderately Important or Moderately Influential

(4) Important or Influential

(5) Very Important or Very Influential

Contributions/Barriers to Enrollment and Completion

Looking at the rating scale in front of you, rate the influence of the following people on your decision to enter the vocational program you are now studying. (The person should answer by using the Rating Scale supplement.)

		Very Important	Important	Moderately Important	Of Little Importance	No Importance
5.	Your Father/Guardian	5	4	3	2	1
6.	Your Mother/Guardian	5	4	3	2	1
7.	Your Brother(s)	5	4	3	2	1
8.	Your Sister(s)	5	4	3	2	1
9.	Your Female Friends	5	4	3	2	1
10.	Your Male Friends	5	4	3	2	1
11.	Your Counselor(s)	5	4	3	2	1
12.	Your Regular Teacher(s)	5	4	3	2	1
13.	Your Vocational Teacher(s)	5	4	3	2	1
14.	Your School Principal	5	4	3	2	1
15.	Yourself	5	4	3	2	1

Comments on any of the people mentioned above concerning degree of positive or negative influence.

____

____

____

____

16. Do you feel as comfortable in this vocational class as you do in your other classes?

Yes ______ No-What has made you uncomfortable? ____________________

____

____

Sex Bias Awareness

17. Has your school done anything to make the school and community aware of sex biases? (Assemblies, Bulletin Boards)

No ________ Yes-What? ______________________________________

____

____

____

Counseling Effectiveness

18. Did you receive encouragement from your counselor toward entering this vocational class? Yes _____ No ______ For what reason? ___________

____

____

19. Did your counselor inform you of the types of skills and learning activities that occurred in this vocational class before you enrolled in it? Yes ____ No _____ For what reason? ___________________________________

____

Career Readiness

20. Do you believe that you will have a skill adequate for getting a job when you complete this course? Yes _____ No _____ For what reason? ________

____

____

21. Do you believe that your teacher has made you aware of difficulties that may arise in getting a job in this particular field? (Example: negative attitudes toward a person of your sex working in this line of work) Yes _____ No ____ For what reason? ____________________________________

____

Appendix G

Traditional Student Interview Guide

TRADITIONAL STUDENT INTERVIEW GUIDE

Preliminary Information (Fill in the blank)

Date ____________ Interviewer ____

Sex ____________ School ____

School Address ____

Vocational Courses enrolled in ____

____

Father's Occupation ____

Mother's Occupation ____

Do you have male and female students in your vocational class? Yes ___ No ___

Skill Level Expectations (Check appropriate answer and fill in requested information)

1. (Would/Does) your vocational teacher expect males and females in your vocational class to learn the same skills? Yes ___ No ___ Why? ________

____

____

Classroom Treatment

2. Do you think your teacher (would/does) treat males and females in your vocational classroom the same? Yes ___ No ___ Why? ____________________

____

Learning Motivation

3. Do you think a (male/female) in your vocational class (would/does) work as hard as they do in their other classes? Yes ___ No ___ Why? ________

____

Teaching Materials

4. Do pictures of only one sex in your textbooks and other learning materials make any difference to you? No ___ Yes ___ Why? ____________________

____

____

RATING SCALE

Below is a rating scale to help you indicate the importance or influence of several people on your decision to enter the vocational area you are now studying. As the interviewer reads the item, please answer with one of the following statements:

(1) No Importance or No Influence

(2) Of Little Importance or Of Little Influence

(3) Moderately Important or Moderately Influential

(4) Important or Influential

(5) Very Important or Very Influential

Contributions/Barriers to Enrollment and Completion

Looking at the rating scale in front of you, rate the influence of the following people on your decision to enter the vocational program you are now studying. (The person should answer by using the Rating Scale supplement.

		Very Important	Important	Moderately Important	Of Little Importance	No Importance
5.	Your Father/Guardian	5	4	3	2	1
				(circle one)		
6.	Your Mother/Guardian	5	4	3	2	1
7.	Your Brother(s)	5	4	3	2	1
8.	Your Sister(s)	5	4	3	2	1
9.	Your Female Friends	5	4	3	2	1
10.	Your Male Friends	5	4	3	2	1
11.	Your Counselor(s)	5	4	3	2	1
12.	Your Regular Teacher(s)	5	4	3	2	1
13.	Your Vocational Teacher(s)	5	4	3	2	1
14.	Your School Principal	5	4	3	2	1
15.	Yourself	5	4	3	2	1

Comments on any of the people mentioned above concerning degree of positive or negative influence.

____

____

____

____

16. Do you think a (male/female) in your vocational class (would/does) feel as
(circle one) (circle one)
comfortable as they do in other classes? Yes ______ No-Why?__________

____

____

Sex Bias Awareness

17. Has your school done anything to make the school and community aware of sex bias? (Assemblies, Bulletin Boards)

No ________ Yes-What? ______________________________

____

____

____

Counseling Effectiveness

18. Do you think (males or females) do receive encouragement from your counselor
(circle one)
to enter your vocational class? Yes ______ No ______ For what reason?

____

____

19. Do you think your counselor (would/does) inform a (male or female) about
(circle one) (circle one)
the types of skills and learning activities that occur in your vocational class before they enroll in it? Yes _____ No _____ For what reason? ______________________________

____

Career Readiness

20. Do you believe that a (male or female) (would/will) have a skill adequate
(circle one) (circle one)
for getting a job when they complete your course? Yes ______ No _____

For what reason? ______________________________

____

21. Do you believe that a (male or female) leaving your vocational class
(circle one)
(would/will) be aware of difficulties that could arise in getting a job
(circle one)
in this particular field? (Example: negative attitudes toward a person of their sex working in this line of work) Yes ______ No ______ For what reason? ______________________________

____

Appendix H

Summary of Principal Responses to the Opinion Survey

Summary of Principal Responses To The Opinion Survey

Survey Section	N	$\overline{Y}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	27	4.296	--	1	--	16	10	--	3.7	--	59.3	37.0
2. give the same assignments to both male and female students	27	4.333	--	1	--	15	11	--	3.7	--	55.6	40.7
3. not separate males and females into separate groups for class activities or projects.	26	4.192	1	1	1	12	11	3.8	3.8	3.8	46.2	42.3
4. let only females or only males do all the demonstrations in class	27	1.852	12	12	--	1	2	44.4	44.4	--	3.7	7.4
5. make comparisons between performance skills of males and females.	27	2.000	11	9	4	2	1	40.7	33.3	14.8	7.4	3.7
6. encourage only males to choose careers where they can be independent and exercise leadership	27	1.519	14	12	1	--	--	51.9	44.4	3.7	--	--
7. use the same grading procedures for both male and female students	27	4.556	--	--	--	12	15	--	--	--	44.4	55.6
8. equally encourage both male and female students to complete their vocational program	27	4.593	--	--	--	11	16	--	--	--	40.7	59.3
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	27	4.222	--	--	3	15	9	--	--	11.1	55.6	33.3
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	27	4.296	--	--	3	13	11	--	--	11.1	48.1	40.7
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	27	4.593	--	--	--	11	16	--	--	--	40.7	59.3
12. make fun of them in class .	26	1.192	22	3	1	--	--	84.6	11.5	3.8	--	--

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Principal Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	27	3.926	--	5	1	12	9	--	18.5	3.7	44.4	33.3
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	27	4.074	--	2	2	15	8	--	7.4	7.4	55.6	29.6
15. try to eliminate sex bias in their classroom	26	4.538	--	--	--	12	14	--	--	--	46.2	53.8
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	27	3.407	2	3	6	14	2	7.4	11.1	22.2	51.9	7.4
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	27	2.185	6	14	3	4	--	22.2	51.9	11.1	14.8	--
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	27	2.111	6	14	5	2	--	22.2	51.9	18.5	7.4	--
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning	27	1.852	8	16	2	1	--	29.6	59.3	7.4	3.7	--
4. some vocational courses are only appropriate for males and others are only appropriate for females	27	2.074	9	12	2	3	1	33.3	44.4	7.4	11.1	3.7
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	27	1.741	11	13	2	1	--	40.7	48.1	7.4	3.7	--
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	27	2.519	5	11	3	8	--	18.5	40.7	11.1	29.6	--
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	27	1.704	13	12	--	1	1	48.1	44.4	--	3.7	3.7

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Principal Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	27	1.926	8	15	2	2	--	29.6	55.6	7.4	7.4	--
9. all vocational programs should be open to all students	27	4.667	--	--	1	7	19	--	--	3.7	25.9	70.4
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	27	1.444	17	9	--	1	--	63.0	33.3	--	3.7	--
11. their school should support the elimination of sex bias .	26	4.538	--	1	--	9	16	--	3.8	--	34.6	61.5
12. male students lack finger coordination to perform certain skills such as typing	27	1.593	15	10	--	2	--	55.6	37.0	--	7.4	--
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	27	4.519	--	--	1	11	15	--	--	3.7	40.7	55.6
2. counsel male and female students differently	27	2.185	10	7	5	5	--	37.0	25.9	18.5	18.5	--
3. point out sex biases that probably exist in jobs	27	3.667	2	3	--	19	3	7.4	11.1	--	70.4	11.1
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	27	3.519	2	4	4	12	5	7.4	14.8	14.8	44.4	18.5
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	27	3.963	1	2	--	18	6	3.7	7.4	--	66.7	22.2
6. encourage all students to complete all vocational requirements.	27	4.519	--	--	1	11	15	--	--	3.7	40.7	55.6
7. expose students to persons who have jobs in fields usually made up of the opposite sex	27	4.037	1	--	4	14	8	3.7	--	14.8	51.9	29.6
8. explore a variety of career options with all students . .	27	4.519	--	--	1	11	15	--	--	3.7	40.7	55.6

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Principal Responses To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	27	4.556	--	--	--	12	15	--	--	--	44.4	55.6
10. try to eliminate sex bias in all career counseling	26	4.577	--	--	1	9	16	--	--	3.8	34.6	61.5
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	27	3.778	--	3	5	14	5	--	11.1	18.5	51.9	18.5
12. advise students and parents of career options available to all students in vocational education	27	4.519	--	--	--	13	14	--	--	--	48.1	51.9
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	27	4.593	--	--	--	11	16	--	--	--	40.7	59.3
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	27	4.556	--	--	--	12	15	--	--	--	44.4	55.6
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	27	4.481	--	--	--	14	13	--	--	--	51.9	48.1
4. not discriminate in the use of equipment or restroom facilities for either sex .	27	4.074	1	3	3	6	14	3.7	11.1	11.1	22.2	51.9
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	27	4.444	--	--	1	13	13	--	--	3.7	48.1	48.1
6. hold training sessions for all school personnel to eliminate sex bias	27	3.963	--	2	4	14	7	—	7.4	14.8	51.9	25.9
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	27	4.111	--	3	3	9	12	--	11.1	11.1	33.3	44.4
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	26	4.038	--	3	2	12	9	--	11.5	7.7	46.2	34.6

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Principal Responses To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. encourage students to complete all vocational program requirements	27	4.444	--	1	1	10	15	--	3.7	3.7	37.0	55.6
10. publicize the employment possibilities in all vocational areas for both males and females	27	4.556	--	--	--	12	15	--	--	--	44.4	55.6
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	27	3.222	--	8	7	10	2	--	29.6	25.9	37.0	7.4
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	27	3.519	--	4	8	12	3	--	14.8	29.6	44.4	11.1
3. demonstrate interest and support in vocational programs by personal contacts with the school	27	3.556	--	6	3	15	3	--	22.2	11.1	55.6	11.1
4. discuss potential problems and solutions that may be of help to them	27	3.667	1	4	2	16	4	3.7	14.8	7.4	59.3	14.8
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	27	2.333	5	12	6	4	--	18.5	44.4	22.2	14.8	--
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	27	2.148	4	16	6	1	--	14.8	59.3	22.2	3.7	--
7 expect their own career choice to be followed rather than the student's preference of career	27	2.963	1	10	6	9	1	3.7	37.0	22.2	33.3	3.7
8. attempt to change their own sex bias attitudes	27	3.148	2	5	8	11	1	7.4	18.5	29.6	40.7	3.7
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	27	2.741	1	11	9	6	--	3.7	40.7	33.3	22.2	--
10. urge them to complete the vocational program of their choice	27	3.630	1	3	5	14	4	3.7	11.1	18.5	51.9	14.8

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Principal Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	26	2.192	4	17	1	4	--	15.4	65.4	3.8	15.4	--
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	26	2.423	4	13	3	6	--	15.4	50.0	11.5	23.1	--
3. treat them as an outcast . .	26	1.885	6	18	1	1	--	23.1	69.2	3.8	3.8	--
4. encourage them to enroll in the vocational field of their choice	26	3.577	1	--	10	13	2	3.8	--	38.5	50.0	7.7
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	26	2.192	4	15	5	2	--	15.4	57.7	19.2	7.7	--
6. discourage them from trying something new	26	2.192	2	19	3	2	--	7.7	73.1	11.5	7.7	--
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	26	2.808	2	8	10	5	1	7.7	30.8	38.5	19.2	3.8
8. support change to eliminate sex bias.	25	3.720	--	2	6	14	3	--	8.0	24.0	56.0	12.0

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Appendix I

Summary of Counselor Responses to the Opinion Survey

Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	27	4.111	1	--	1	18	7	3.7	--	3.7	66.7	25.9
2. give the same assignments to both male and female students	27	4.296	--	--	2	15	10	--	--	7.4	55.6	37.0
3. not separate males and females into separate groups for class activities or projects.	27	4.074	--	1	4	14	8	--	3.7	14.8	51.9	29.6
4. let only females or only males do all the demonstrations in class	27	1.667	11	15	--	1	--	40.7	55.6	--	3.7	--
5. make comparisons between performance skills of males and females.	27	2.185	10	8	4	4	1	37.0	29.6	14.8	14.8	3.7
6. encourage only males to choose careers where they can be independent and exercise leadership	27	1.704	13	11	1	2	--	48.1	40.7	3.7	7.4	--
7. use the same grading procedures for both male and female students	27	4.481	--	--	--	14	13	--	--	--	51.9	48.1
8. equally encourage both male and female students to complete their vocational program	27	4.370	1	1	--	10	15	3.7	3.7	--	37.0	55.6
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	27	3.852	--	1	5	18	3	--	3.7	18.5	66.7	11.1
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	27	3.519	2	3	5	11	5	7.4	11.1	22.2	40.7	18.5
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	27	4.370	--	--	--	17	10	--	--	--	63.0	37.0
12. make fun of them in class .	27	1.259	21	5	1	--	--	77.8	18.5	3.7	--	--

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	27	3.444	1	3	11	7	5	3.7	11.1	40.7	25.9	18.5
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	27	3.630	1	3	6	12	5	3.7	11.1	22.2	44.4	18.5
15. try to eliminate sex bias in their classroom	27	4.000	1	1	2	16	7	3.7	3.7	7.4	59.3	25.9
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	27	3.111	2	5	9	10	1	7.4	18.5	33.3	37.0	3.7
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	27	2.407	3	16	2	6	--	11.3	59.3	7.4	22.2	--
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	27	2.370	2	19	2	2	2	7.4	70.4	7.4	7.4	7.4
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning . . .	27	2.037	4	18	5	--	--	14.8	66.7	18.5	--	--
4. some vocational courses are only appropriate for males and others are only appropriate for females	27	2.444	4	14	3	5	1	14.8	51.9	11.1	18.5	3.7
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	27	2.111	7	13	4	3	--	25.9	48.1	14.8	11.1	--
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	27	2.370	1	16	9	1	--	3.7	59.3	33.3	3.7	--
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	27	1.778	10	15	--	2	--	37.0	55.6	--	7.4	--

SD = Strongly Disagree
D = Disagree
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A = Agree
SA = Strongly Agree

Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	27	1.963	7	15	4	1	--	25.9	55.6	14.8	3.7	--
9. all vocational programs should be open to all students	27	4.556	--	2	--	6	19	--	7.4	--	22.2	70.4
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	27	1.444	17	9	--	1	--	63.0	33.3	--	3.7	--
11. their school should support the elimination of sex bias .	27	4.333	1	--	2	10	14	3.7	--	7.4	37.0	51.9
12. male students lack finger coordination to perform certain skills such as typing	27	1.630	12	14	--	1	--	44.4	51.9	--	3.7	--
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	27	4.556	--	--	1	10	16	--	--	3.7	37.0	59.3
2. counsel male and female students differently	27	1.704	13	10	3	1	--	48.1	37.0	11.1	3.7	--
3. point out sex biases that probably exist in jobs	27	3.926	--	2	2	19	4	--	7.4	7.4	70.4	14.8
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	27	3.667	--	6	3	12	6	--	22.2	11.1	44.4	22.2
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	27	3.778	1	3	1	18	4	3.7	11.1	3.7	66.7	14.8
6. encourage all students to complete all vocational requirements.	27	4.333	--	1	1	13	12	--	3.7	3.7	48.1	44.4
7. expose students to persons who have jobs in fields usually made up of the opposite sex	27	3.852	--	2	3	19	3	--	7.4	11.1	70.4	11.1
8. explore a variety of career options with all students . .	27	4.370	--	--	1	15	11	--	--	3.7	55.6	40.7

SD = Strongly Disagree
D = Disagree
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A = Agree
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Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	27	4.630	--	--	--	10	17	--	--	--	37.0	63.0
10. try to eliminate sex bias in all career counseling	27	4.593	--	--	--	11	16	--	--	--	40.7	59.3
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	27	3.630	--	2	8	15	2	--	7.4	29.6	55.6	7.4
12. advise students and parents of career options available to all students in vocational education	27	4.296	--	1	1	14	11	--	3.7	3.7	51.9	40.7
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	27	4.259	1	2	13	11	--	--	3.7	7.4	48.1	40.7
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	27	4.148	--	--	4	15	8	--	--	14.8	55.6	29.6
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	27	3.889	--	3	4	13	7	--	11.1	14.8	48.1	25.9
4. not discriminate in the use of equipment or restroom facilities for either sex .	27	3.519	4	2	2	14	5	14.8	7.4	7.4	51.9	18.5
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	27	4.185	--	1	2	15	9	--	3.7	7.4	55.6	33.3
6. hold training sessions for all school personnel to eliminate sex bias	27	3.222	1	5	8	13	--	3.7	18.5	29.6	48.1	--
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	27	3.630	--	3	7	14	3	--	11,1	25.9	51.9	11.1
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	27	3.556	--	5	6	12	4	--	18.5	22.2	44.4	14.8

SD = Strongly Disagree
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SA = Strongly Agree

Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. encourage students to complete all vocational program requirements	27	4.370	--	1	1	12	13	--	3.7	3.7	44.4	48.1
10. publicize the employment possibilities in all vocational areas for both males and females	27	4.222	--	--	3	15	9	--	--	11.1	55.6	33.3
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	27	3.556	1	3	7	12	4	3.7	11.1	25.9	44.4	14.8
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	27	3.667	1	3	3	17	3	3.7	11.1	11.1	63.0	11.1
3. demonstrate interest and support in vocational programs by personal contacts with the school	27	3.407	--	7	4	14	2	--	25.9	14.8	51.9	7.4
4. discuss potential problems and solutions that may be of help to them	27	3.481	--	5	6	14	2	--	18.5	22.2	51.9	7.4
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	27	2.259	3	17	4	3	--	11.1	63.0	14.8	11.1	--
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	27	2.185	6	14	3	4	--	22.2	51.9	11.1	14.8	--
7. expect their own career choice to be followed rather than the student's preference of career	27	2.889	2	8	8	9	--	7.4	29.6	29.6	33.3	--
8. attempt to change their own sex bias attitudes	27	3.222	--	6	11	8	2	--	22.2	40.7	29.6	7.4
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	27	2.519	2	12	10	3	--	7.4	44.4	37.0	11.1	--
10. urge them to complete the vocational program of their choice	27	3.741	--	2	7	14	4	--	7.4	25.9	51.9	14.8

SD = Strongly Disagree
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Summary of Counselor Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	27	2.259	2	20	1	4	--	7.4	74.1	3.7	14.8	--
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	27	2.333	3	15	6	3	--	11.1	55.6	22.2	11.1	--
3. treat them as an outcast . .	27	1.778	9	15	3	--	--	33.3	55.6	11.1	--	--
4. encourage them to enroll in the vocational field of their choice	27	3.778	--	1	6	18	2	--	3.7	22.2	66.7	7.4
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	27	2.148	2	21	2	2	--	7.4	77.8	7.4	7.4	--
6. discourage them from trying something new	27	2.222	2	20	2	3	--	7.4	74.1	7.4	11.1	--
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	27	2.963	--	10	9	7	1	--	37.0	33.3	25.9	3.7
8. support change to eliminate sex bias.	27	3.741	--	3	5	15	4	--	11.1	18.5	55.6	14.8

SD = Strongly Disagree
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Appendix J

Summary of Vocational Teacher Responses to the Opinion Survey

Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	54	4.389	--	1	2	26	25	--	1.9	3.7	48.1	46.3
2. give the same assignments to both male and female students	53	4.472	--	--	2	24	27	--	--	3.8	45.3	50.9
3. not separate males and females into separate groups for class activities or projects.	54	4.389	--	2	--	27	25	--	3.7	--	50.0	46.3
4. let only females or only males do all the demonstrations in class	54	1.741	26	23	1	1	3	48.1	42.6	1.9	1.9	5.6
5. make comparisons between performance skills of males and females.	53	2.245	19	19	2	9	4	35.8	35.8	3.8	17.0	7.5
6. encourage only males to choose careers where they can be independent and exercise leadership	54	1.741	27	20	4	--	3	50.0	37.0	7.4	--	5.6
7. use the same grading procedures for both male and female students	54	4.519	--	1	--	23	30	--	1.9	--	42.6	55.6
8. equally encourage both male and female students to complete their vocational program	53	4.472	1	--	2	20	30	1.9	--	3.8	37.7	56.6
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	54	3.741	1	5	7	35	6	1.9	9.3	13.0	64.8	11.1
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	54	3.852	--	5	9	29	11	--	9.3	16.7	53.7	20.4
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	52	4.385	--	1	--	29	22	--	1.9	--	55.8	42.3
12. make fun of them in class .	53	1.189	44	8	1	--	--	83.0	15.1	1.9	--	--

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Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	54	3.963	4	2	5	24	19	7.4	3.7	9.3	44.4	35.2
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	54	3.852	2	3	6	33	10	3.7	5.6	11.1	61.1	18.5
15. try to eliminate sex bias in their classroom	54	4.370	1	--	1	28	24	1.9	--	1.9	51.9	44.4
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	54	3.463	4	5	12	28	5	7.4	9.3	22.2	51.9	9.3
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	54	2.204	14	23	9	8	--	25.9	42.6	16.7	14.8	--
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	54	2.130	14	26	7	7	--	25.9	48.1	13.0	13.0	--
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning	53	2.245	15	20	10	6	2	28.3	37.7	18.9	11.3	3.8
4. some vocational courses are only appropriate for males and others are only appropriate for females	53	2.377	10	21	15	6	1	18.9	39.6	28.3	11.3	1.9
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	54	1.870	18	30	3	1	2	33.3	55.6	5.6	1.9	3.7
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	54	2.556	10	17	15	11	1	18.5	31.5	27.8	20.4	1.9
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	53	1.717	25	22	3	2	1	47.2	41.5	5.7	3.8	1.9

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Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	54	2.019	15	25	12	2	--	27.8	46.3	22.2	3.7	--
9. all vocational programs should be open to all students	54	4.481	--	2	3	16	33	--	3.7	5.6	29.6	61.1
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	54	2.037	21	23	3	1	6	38.9	42.6	5.6	1.9	11.1
11. their school should support the elimination of sex bias .	54	4.074	1	4	2	30	17	1.8	7.4	3.7	55.6	31.5
12. male students lack finger coordination to perform certain skills such as typing	53	1.811	22	23	4	4	--	41.5	43.4	7.5	7.5	--
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	54	4.037	1	6	3	27	18	1.9	9.3	5.6	50.0	33.3
2. counsel male and female students differently	54	2.500	8	26	7	11	2	14.8	48.1	13.0	20.4	3.7
3. point out sex biases that probably exist in jobs	54	3.463	2	7	10	34	1	3.7	13.0	18.5	63.0	--
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	54	3.167	3	13	13	22	3	5.6	24.1	24.1	40.7	5.6
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	54	3.667	1	7	5	37	4	1.9	13.0	9.3	68.5	7.4
6. encourage all students to complete all vocational requirements.	54	4.111	--	3	4	31	16	--	5.6	7.4	57.4	29.6
7. expose students to persons who have jobs in fields usually made up of the opposite sex	54	3.407	1	7	18	25	3	1.9	13.0	33.3	46.3	5.6

SD = Strongly Disagree
D = Disagree
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A = Agree
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Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. explore a variety of career options with all students . .	54	4.111	1	2	3	32	16	1.9	3.7	5.6	59.3	29.6
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	53	4.302	2	4	27	19	1	3.8	7.5	50.9	35.8	1.9
10. try to eliminate sex bias in all career counseling	53	4.151	1	2	2	31	17	1.9	3.8	3.8	58.5	32.1
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	53	3.566	1	3	16	31	2	1.9	5.7	30.2	58.5	3.8
12. advise students and parents of career options available to all students in vocational education	54	3.907	--	3	8	34	9	--	5.6	14.8	63.0	16.7
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	53	3.962	1	4	3	33	12	1.9	7.5	5.7	62.3	22.6
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	51	4.118	--	1	5	32	13	--	2.0	9.8	62.7	25.5
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	53	3.925	1	3	6	32	11	1.9	5.7	11.3	60.4	20.8
4. not discriminate in the use of equipment or restroom facilities for either sex .	52	3.538	4	5	9	27	7	7.7	9.6	17.3	51.9	13.5
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	53	4.094	1	3	2	31	16	1.9	5.7	3.8	58.5	30.2
6. hold training sessions for all school personnel to eliminate sex bias	53	3.698	1	5	13	24	10	1.9	9.4	24.5	45.3	18.9

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Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	53	3.811	2	1	10	32	8	3.8	1.9	18.9	60.4	15.1
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	53	3.321	2	8	18	21	4	3.8	15.1	34.0	39.6	7.5
9. encourage students to complete all vocational program requirements	53	4.151	1	3	2	28	19	1.9	5.7	3.8	52.8	35.8
10. publicize the employment possibilities in all vocational areas for both males and females	53	3.925	1	3	7	30	12	1.9	5.7	13.2	56.6	22.6
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	54	3.556	--	9	12	27	6	--	16.7	22.2	50.0	11.1
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	54	3.574	--	5	16	30	3	--	9.3	29.6	55.6	5.6
3. demonstrate interest and support in vocational programs by personal contacts with the school	54	3.352	1	9	17	24	3	1.9	16.7	31.5	44.4	5.6
4. discuss potential problems and solutions that may be of help to them	53	3.547	--	3	20	28	2	--	5.7	37.7	52.8	3.8
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	54	2.611	5	24	14	9	2	9.3	44.4	25.9	16.7	3.7
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	54	2.352	9	26	11	7	1	16.7	48.1	20.4	13.0	1.9
7. expect their own career choice to be followed rather than the student's preference of career	54	2.722	5	21	15	10	3	9.3	38.9	27.8	18.5	5.6
8. attempt to change their own sex bias attitudes	54	3.278	--	9	23	20	2	--	16.7	42.6	37.0	3.7

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Vocational Teacher Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	54	2.593	5	21	19	9	--	9.3	38.9	35.2	16.7	--
10. urge them to complete the vocational program of their choice	54	3.870	1	1	12	30	10	1.9	1.9	22.2	55.6	18.5
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	53	2.321	12	23	7	11	--	22.6	43.9	13.2	20.8	--
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	53	2.283	8	26	15	4	--	15.1	49.1	28.3	7.5	--
3. treat them as an outcast . .	53	1.906	16	28	7	2	--	30.2	52.8	13.2	3.8	--
4. encourage them to enroll in the vocational field of their choice	53	3.642	2	4	14	24	9	3.8	7.5	26.4	45.3	17.0
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	53	2.340	7	29	10	6	1	13.2	54.7	18.9	11.3	1.9
6. discourage them from trying something new	53	2.208	10	29	7	7	--	18.9	54.7	13.2	13.2	--
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	53	2.528	5	24	15	9	--	9.4	45.3	28.3	17.0	--
8. support change to eliminate sex bias.	53	3.453	--	10	14	24	5	--	18.9	26.4	45.3	9.4

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Appendix K

Summary of Nontraditional Student Responses to the Opinion Survey

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	326	4.218	6	6	11	191	112	1.8	1.8	3.4	58.6	34.4
2. give the same assignments to both male and female studants	325	4.160	6	19	13	166	122	1.8	5.8	4.0	51.1	37.2
3. not separate males and females into separate groups for class activities or projects.	325	3.911	9	28	36	162	90	2.8	8.6	11.1	49.8	27.7
4. let only females or only males do all the demonstrations in class	324	1.978	116	147	23	28	10	35.8	45.4	7.1	8.6	3.1
5. make comparisons between performance skills of males and females.	325	2.489	69	121	60	57	18	21.2	37.2	18.5	17.5	5.5
6. encourage only males to choose careers where they can be independent and exercise leadership	325	2.160	98	141	38	32	16	30.2	43.4	11.7	9.8	4.9
7. use the same grading procedures for both male and female students	323	4.344	7	7	5	153	151	2.2	2.2	1.5	47.4	46.7
8. equally encourage both male and female students to complete their vocational program	325	4.197	6	12	21	151	131	1.8	3.7	7.7	46.5	40.3
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	326	3.365	16	45	109	116	40	4.9	13.8	33.4	35.6	12.3
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	323	3.455	15	55	68	138	47	4.6	17.0	21.1	42.7	14.6
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	322	3.838	10	22	42	184	64	3.1	6.8	13.0	57.1	19.9
12. make fun of them in class .	323	1.762	176	93	22	19	13	54.5	28.8	6.8	5.9	4.0

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	324	3.738	10	31	50	176	57	3.1	9.6	15.4	54.3	17.6
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	326	3.405	19	40	88	148	[illegible]	5.8	12.3	27.0	45.4	9.5
15. try to eliminate sex bias in their classroom	325	3.588	25	38	46	153	63	7.7	11.7	14.2	47.1	19.4
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	326	3.150	23	74	98	93	38	7.1	22.7	30.1	28.5	11.7
8. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	325	2.671	56	130	30	83	26	17.2	40.0	9.2	25.5	8.0
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	325	2.578	61	138	26	77	23	18.8	42.5	8.0	23.7	7.1
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning	324	2.552	55	115	89	50	15	17.0	35.5	27.5	15.4	4.6
4. some vocational courses are only appropriate for males and others are only appropriate for females	323	2.693	63	97	57	88	18	19.5	30.0	17.6	27.2	5.6
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	324	2.281	62	167	50	32	13	19.1	51.5	15.4	9.9	4.0
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	321	3.246	15	80	59	145	22	4.7	24.9	18.4	45.2	6.9
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	323	2.427	57	152	45	57	12	17.6	47.1	13.9	17.6	3.7

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	323	2.437	55	146	63	44	15	17.0	45.2	19.5	13.6	4.6
9. all vocational programs should be open to all students	321	4.389	11	8	16	96	190	3.4	2.5	5.0	29.9	59.2
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	324	2.157	116	106	51	37	14	35.8	32.7	15.7	11.4	4.3
11. their school should support the elimination of sex bias .	323	3.752	15	32	63	121	92	4.6	9.9	19.5	37.5	28.5
12. male students lack finger coordination to perform certain skills such as typing	325	2.185	101	131	35	48	10	31.1	40.3	10.8	14.8	3.1
C. a student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	324	3.935	12	22	16	199	75	3.7	6.8	4.9	61.4	23.1
2. counsel male and female students differently	323	2.644	42	130	61	81	9	13.0	40.2	18.9	25.1	2.8
3. point out sex biases that probably exist in jobs	321	3.514	9	37	78	174	23	2.8	11.5	24.3	54.2	7.2
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	324	2.978	24	91	89	108	12	7.4	28.1	27.5	33.3	3.7
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	322	3.394	17	61	48	170	26	5.3	18.9	14.9	52.8	8.1
6. encourage all students to complete all vocational requirements.	322	3.991	7	18	29	185	83	2.2	5.6	9.0	57.5	25.8
7. expose students to persons who have jobs in fields usually made up of the opposite sex	320	3.147	17	76	92	113	22	5.3	23.7	28.7	35.3	6.9

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. explore a variety of career options with all students . .	320	3.837	6	25	41	191	57	1.9	7.8	12.8	59.7	17.8
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	322	3.910	9	21	31	190	71	2.8	6.5	9.6	59.0	22.0
10. try to eliminate sex bias in all career counseling	322	3.671	21	28	50	160	63	6.5	8.7	15.5	49.7	19.6
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	323	3.003	27	80	99	99	18	8.4	24.8	30.7	30.7	5.6
12. advise students and parents of career options available to all students in vocational education	325	3.646	15	31	54	179	46	4.6	9.5	16.6	55.1	14.2
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	324	3.608	10	40	62	167	45	3.1	12.3	19.1	51.5	13.9
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	323	3.176	11	52	147	95	18	3.4	16.1	45.5	29.4	5.6
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	324	3.386	15	54	81	139	35	4.6	16.7	25.0	42.9	10.8
4. not discriminate in the use of equipment or restroom facilities for either sex .	324	3.256	24	70	66	127	37	7.4	21.6	20.4	39.2	11.4
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	322	3.770	8	40	40	164	70	2.5	12.4	12.4	50.9	21.7
6. hold training sessions for all school personnel to eliminate sex bias	322	3.311	18	61	76	137	30	5.6	18.9	23.6	42.5	9.3

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	323	3.254	16	64	93	130	22	4.3	19.8	28.8	40.2	6.8
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	323	3.288	18	65	90	126	34	5.6	20.1	24.8	39.0	10.5
9. encourage students to complete all vocational program requirements	322	3.969	9	19	31	177	86	2.8	5.9	9.6	55.0	26.7
10. publicize the employment possibilities in all vocational areas for both males and females	323	3.740	14	29	45	174	61	4.3	9.0	13.9	53.9	18.9
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	323	3.985	7	30	21	168	97	2.2	9.3	6.5	52.0	30.0
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	324	3.713	5	41	51	172	55	1.5	12.7	15.7	53.1	17.0
3. demonstrate interest and support in vocational programs by personal contacts with the school	320	3.400	5	56	91	142	26	1.6	17.5	28.4	44.4	8.1
4. discuss potential problems and solutions that may be of help to them	324	3.756	2	31	60	182	49	0.6	9.6	18.5	56.2	15.1
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	324	2.349	79	131	49	52	13	24.4	40.4	15.1	16.0	4.0
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	323	2.025	107	151	26	28	11	33.1	46.7	8.0	8.7	3.4
7. expect their own career choice to be followed rather than the student's preference of career	321	2.679	56	107	61	78	19	17.4	33.3	19.0	24.3	5.9
8 attempt to change their own sex bias attitudes	322	3.059	20	83	95	106	18	6.2	25.8	29.5	32.9	5.6

SD = Strongly Disagree .
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Nontraditional Student Responses to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	324	2.327	72	138	57	50	7	22.2	42.6	17.6	15.4	2.2
10. urge them to complete the vocational program of their choice	323	4.164	3	15	24	165	116	0.9	4.6	7.4	51.1	35.9
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	316	2.665	57	122	35	74	38	18.0	38.6	11.1	23.4	8.9
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	315	2.508	54	140	43	63	15	17.1	44.4	13.7	20.0	4.8
3. treat them as an outcast . .	314	2.220	82	148	33	35	16	26.1	47.1	10.5	11.1	5.1
4. encourage them to enroll in the vocational field of their choice	314	3.726	10	36	49	154	65	3.2	11.5	15.6	49.0	20.7
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	314	2.424	61	143	40	56	14	19.4	45.5	12.7	17.8	4.5
6. discourage them from trying something new	315	2.337	62	151	45	48	9	19.7	47.9	14.3	15.2	2.9
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	316	2.886	17	108	100	76	15	5.4	34.2	31.6	24.1	4.7
8. support change to eliminate sex bias.	316	3.383	22	41	89	122	42	7.0	13.0	28.2	38.6	13.3

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Appendix L

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	110	4.009	1	6	5	77	21	0.9	5.5	4.5	70.0	19.1
2. give the same assignments to both male and female students	110	3.909	1	8	9	74	18	0.9	7.3	8.2	67.3	16.4
3. not separate males and females into separate groups for class activities or projects.	110	3.727	--	14	16	66	14	--	12.7	14.5	60.0	12.7
4. let only females or only males do all the demonstrations in class	108	2.037	26	62	10	10	--	24.1	57.4	9.3	9.3	--
5. make comparisons between performance skills of males and females.	110	2.455	21	46	17	24	2	19.1	41.8	15.5	21.8	1.8
6. encourage only males to choose careers where they can be independent and exercise leadership	110	2.000	33	56	10	10	1	30.0	50.9	9.1	9.1	0.9
7. use the same grading procedures for both male and female students	110	4.045	--	9	3	72	26	--	8.2	2.7	65.5	23.6
8. equally encourage both male and female students to complete their vocational program	110	4.209	--	6	3	63	38	--	5.5	2.7	57.3	34.5
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	110	3.818	2	7	17	67	17	1.8	6.4	15.5	60.9	15.5
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	109	3.817	5	7	16	56	25	4.6	6.4	14.7	51.4	22.9
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	110	4.009	2	4	11	67	26	1.8	3.6	10.0	60.9	23.6
12. make fun of them in class .	109	1.752	58	34	6	8	3	53.2	31.2	5.5	7.3	2.8

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	109	3.917	--	7	14	69	19	--	6.4	12.8	63.3	17.4
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	109	3.706	2	13	16	62	16	1.8	11.9	14.7	56.9	14.7
15. try to eliminate sex bias in their classroom	110	3.855	5	8	11	60	26	4.5	7.3	10.0	54.5	23.6
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	110	3.436	9	14	22	50	15	8.2	12.7	20.0	45.5	13.6
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	109	2.670	13	50	16	20	10	11.7	45.9	14.7	18.3	9.2
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	109	2.661	17	46	8	33	5	15.6	42.2	7.3	30.3	4.6
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning . . .	110	2.327	16	56	26	10	2	14.5	50.9	23.6	9.1	1.8
4. some vocational courses are only appropriate for males and others are only appropriate for females	110	2.673	19	39	15	33	4	17.3	35.5	13.6	30.0	3.6
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	108	2.259	18	65	15	11	2	13.9	60.2	13.9	10.2	1.9
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	109	2.908	5	42	23	36	3	4.6	38.5	21.1	33.0	2.8
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	109	2.367	16	59	16	14	4	14.7	54.1	14.7	12.8	3.7

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	110	2.336	13	59	26	12	--	11.8	53.6	23.6	10.9	--
9. all vocational programs should be open to all students	110	4.291	--	7	5	47	51	--	6.4	4.5	42.7	46.4
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	110	2.118	34	49	14	6	7	30.9	44.5	12.7	5.5	6.4
11. their school should support the elimination of sex bias .	109	3.872	9	4	8	59	29	8.3	3.7	7.3	54.1	26.6
12. male students lack finger coordination to perform certain skills such as typing	109	2.211	23	62	8	10	6	21.1	56.9	7.3	9.2	5.5
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	110	3.855	2	8	9	76	15	1.8	7.3	8.2	69.1	13.6
2. counsel male and female students differently	110	2.518	11	57	19	20	3	10.0	51.8	17.3	18.2	2.7
3. point out sex biases that probably exist in jobs	110	3.682	2	11	15	74	8	1.8	10.0	13.6	67.3	7.3
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	109	3.128	4	27	34	39	5	3.7	24.8	31.2	35.8	4.6
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	109	3.578	4	16	9	73	7	3.7	14.7	8.3	67.0	6.4
6. encourage all students to complete all vocational requirements.	110	3.982	4	4	6	72	24	3.6	3.6	5.5	65.5	21.8
7. expose students to persons who have jobs in fields usually made up of the opposite sex	109	3.376	4	17	30	50	8	3.7	15.6	27.5	45.9	7.3
8. explore a variety of career options with all students . .	110	3.827	3	6	13	73	15	2.7	5.5	11.8	66.4	13.6
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	110	4.045	3	3	7	70	27	2.7	2.7	6.4	63.6	24.5

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
10. try to eliminate sex bias in all career counseling. . . .	109	3.835	2	10	12	65	20	1.8	9.2	11.0	59.6	18.3
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	110	3.318	4	20	34	41	11	3.6	18.2	30.9	37.3	10.0
12. advise students and parents of career options available to all students in vocational education	110	3.745	4	10	12	58	16	3.6	9.1	10.9	61.8	14.5
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	109	3.862	3	6	13	68	19	2.8	5.5	11.9	62.4	17.4
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	108	3.454	4	10	38	45	11	3.7	9.3	35.2	41.7	10.2
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	108	3.565	3	14	21	59	11	2.8	13.0	19.4	54.6	10.2
4. not discriminate in the use of equipment or restroom facilities for either sex .	109	3.193	12	23	17	46	11	11.0	21.1	15.6	42.2	10.1
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	110	3.800	3	13	9	63	22	2.7	11.8	8.2	57.3	20.0
6. hold training sessions for all school personnel to eliminate sex bias	110	3.418	3	17	32	47	11	2.7	15.5	29.1	42.7	10.0
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	110	3.436	4	16	29	50	11	3.6	14.5	26.4	45.5	10.0
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	109	3.257	5	21	30	47	6	4.6	19.3	27.5	43.1	5.5

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. encourage students to complete all vocational program requirements	110	4.055	3	--	9	74	24	2.7	--	8.2	67.3	21.8
10. publicize the employment possibilities in all vocational areas for both males and females	110	3.855	3	5	16	67	19	2.9	4.5	14.5	60.9	17.3
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	110	4.027	2	7	6	66	29	1.8	6.4	5.5	60.0	26.4
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	110	3.945	1	8	9	70	22	0.9	7.3	8.2	63.6	20.0
3. demonstrate interest and support in vocational programs by personal contacts with the school	110	3.718	3	9	17	64	15	2.7	8.2	17.3	58.2	13.6
4. discuss potential problems and solutions that may be of help to them	110	3.982	2	2	11	76	19	1.8	1.8	10.0	69.1	17.3
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	110	2.182	31	50	11	16	4	28.5	45.5	10.0	12.7	3.6
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	110	2.064	35	52	7	13	3	31.8	47.3	6.4	11.8	2.7
7. expect their own career choice to be followed rather than the student's preference of career	109	2.211	29	51	11	13	5	26.6	46.8	10.1	11.9	4.6
8. attempt to change their own sex bias attitudes	110	3.109	11	30	18	38	13	10.0	27.3	16.4	34.5	11.8
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	110	2.273	26	49	17	15	3	23.6	44.5	15.5	13.6	2.7
10. urge them to complete the vocational program of their choice	110	4.227	--	5	7	56	42	--	4.5	6.4	50.9	38.2

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary of Responses by Parents of Nontraditional Students to the Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	109	2.275	24	53	11	20	1	22.0	48.6	10.1	18.3	0.9
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	109	2.431	15	58	14	18	4	13.8	53.2	12.8	16.5	3.7
3. treat them as an outcast . .	109	1.826	35	65	3	5	1	32.1	59.6	2.8	4.6	0.9
4. encourage them to enroll in the vocational field of their choice	109	3.972	--	8	7	74	20	--	7.3	6.4	67.9	18.3
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	109	2.156	23	59	14	13	--	21.1	54.1	12.8	11.9	--
6. discourage them from trying something new	109	2.073	24	65	10	8	2	22.0	59.6	9.2	7.3	1.8
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	109	2.495	6	59	31	10	3	5.5	54.1	28.4	9.2	2.8
8. support change to eliminate sex bias.	108	3.574	5	10	20	64	9	4.6	9.3	18.5	59.3	8.3

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Appendix M

Summary of Traditional Student Responses to the Opinion Survey

Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	366	4.082	15	13	16	245	16	1.4	3.6	4.4	66.9	23.8
2. give the same assignments to both male and female students	366	4.049	3	21	26	221	95	0.8	5.7	7.1	60.4	26.0
3. not separate males and females into separate groups for class activities or projects.	366	3.795	16	32	37	207	72	4.4	8.7	10.1	56.6	20.2
4. let only females or only males do all the demonstrations in class	364	1.951	124	178	29	22	5	34.1	48.9	8.0	6.0	3.0
5. make comparisons between performance skills of males and females.	364	2.415	70	151	8	48	15	19.2	41.5	22.0	13.2	4.1
6. encourage only males to choose careers where they can be independent and exercise leadership	366	2.137	100	178	37	40	11	27.3	48.6	10.1	10.9	3.0
7. use the same grading procedures for both male and female students	364	4.247	6	14	13	182	149	1.6	3.8	3.6	50.0	40.9
8. equally encourage both male and female students to complete their vocational program	366	4.153	10	14	12	204	126	2.7	3.8	3.3	55.7	34.4
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	366	3.519	12	40	101	172	41	3.3	10.9	27.6	47.0	11.2
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	363	3.603	18	41	64	184	56	5.0	11.3	17.6	50.7	15.4
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	361	3.909	7	22	41	218	73	1.9	6.1	11.4	60.4	20.2
12. make fun of them in class .	363	1.669	199	118	21	17	8	54.8	32.5	5.8	4.7	2.2

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	366	3.724	12	24	70	207	53	3.3	6.6	19.1	56.6	14.5
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex .	366	3.413	14	55	96	168	33	3.8	15.0	26.2	45.9	9.0
15. try to eliminate sex bias in their classroom	365	3.556	27	42	65	163	68	7.4	11.5	17.8	44.7	18.5
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	366	3.148	24	88	102	114	38	6.6	24.0	27.9	31.1	10.4
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	366	2.828	48	138	39	111	30	13.1	37.7	10.7	30.3	8.2
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	366	2.697	45	160	43	97	21	12.3	43.7	11.7	26.5	5.7
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning	366	2.705	44	133	94	77	18	12.0	36.3	25.7	21.0	4.9
4. some vocational courses are only appropriate for males and others are only appropriate for females	364	2.755	63	116	58	101	26	17.3	31.9	15.9	27.7	7.1
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	365	2.263	57	209	54	36	9	15.6	57.3	14.8	9.9	2.5
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	365	3.222	22	79	83	158	23	6.0	21.6	22.7	43.3	6.3
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	365	2.595	54	158	52	84	17	14.8	43.3	14.2	23.0	4.7

SD = Strongly Disagree
D = Disagree
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Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	364	2.371	65	165	76	50	8	17.9	45.3	20.9	13.7	2.2
9. all vocational programs should be open to all students	363	4.402	8	7	18	128	202	2.2	1.9	5.0	35.3	55.6
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	366	2.025	138	127	62	32	7	37.7	34.7	16.9	8.7	1.9
11. their school should support the elimination of sex bias .	363	3.727	26	26	55	170	86	7.2	7.2	15.2	46.8	23.7
12. male students lack finger coordination to perform certain skills such as typing	366	2.183	120	141	38	52	15	32.8	38.5	10.4	14.2	4.1
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	365	3.959	6	22	25	240	72	1.6	6.0	6.8	65.8	19.7
2. counsel male and female students differently	365	2.592	51	154	65	83	12	14.0	42.2	17.8	22.7	3.3
3. point out sex biases that probably exist in jobs	364	3.530	11	42	82	201	28	3.0	11.5	22.5	55.2	7.7
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	366	3.145	15	94	109	119	29	4.1	25.7	29.8	32.5	7.9
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	365	3.507	12	61	51	212	29	3.3	16.7	14.0	58.1	7.9
6. encourage all students to complete all vocational requirements.	365	4.011	4	22	30	219	90	1.1	6.0	8.2	60.0	24.7
7. expose students to persons who have jobs in fields usually made up of the opposite sex	365	3.258	17	64	108	156	20	4.7	17.5	29.6	42.7	5.5
8. explore a variety of career options with all students . .	363	3.904	6	23	37	231	66	1.7	6.3	10.2	63.6	18.2

SD = Strongly Disagree
D = Disagree
U = Undecided
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Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	366	3.978	5	17	35	233	76	1.4	4.6	9.6	63.7	20.8
10. try to eliminate sex bias in all career counseling. . . .	364	3.604	14	40	81	170	59	3.8	11.0	22.3	46.7	16.2
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex.	365	3.074	19	82	131	119	14	5.2	22.5	35.9	32.6	3.8
12. advise students and parents of career options available to all students in vocational education	366	3.765	6	34	57	212	57	1.6	9.3	15.6	57.9	15.6
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	365	3.529	14	36	87	199	29	3.8	9.9	23.8	54.5	7.9
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	363	3.176	13	48	178	110	14	3.6	13.2	49.0	30.3	3.9
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	365	3.364	11	55	109	170	20	3.0	15.1	29.9	46.6	5.5
4. not discriminate in the use of equipment or restroom facilities for either sex .	362	3.326	31	58	73	162	38	8.6	16.0	20.2	44.8	10.5
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	365	3.767	10	39	46	201	69	2.7	10.7	12.6	55.1	18.9
6. hold training sessions for all school personnel to eliminate sex bias	365	3.151	20	78	113	135	19	5.5	21.4	31.0	37.0	5.2
7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	364	3.258	14	62	125	142	21	3.8	17.0	34.3	39.0	5.8
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	362	3.260	22	64	98	154	24	6.1	17.7	27.1	42.5	6.6

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
9. encourage students to complete all vocational program requirements	363	4.047	4	15	27	231	86	1.1	4.1	7.4	63.6	23.7
10. publicize the employment possibilities in all vocational areas for both males and females	364	3.783	1	31	49	224	53	1.9	8.5	13.5	61.5	14.6
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	365	3.904	8	32	32	208	85	2.2	8.8	8.8	57.0	23.3
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	365	3.699	4	47	58	202	54	1.1	12.9	15.9	55.3	14.8
3. demonstrate interest and support in vocational programs by personal contacts with the school	365	3.381	13	47	123	152	30	3.6	12.9	33.7	41.6	8.2
4. discuss potential problems and solutions that may be of help to them	364	3.747	8	29	56	225	46	2.2	8.0	15.4	61.8	12.6
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	365	2.425	79	151	52	67	16	21.6	41.4	14.2	18.4	4.4
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	365	2.049	117	171	29	38	10	32.1	46.8	7.9	10.4	2.7
7. expect their own career choice to be followed rather than the student's preference of career	364	2.563	72	124	75	77	6	19.8	34.1	20.6	21.2	4.4
8. attempt to change their own sex bias attitudes	363	2.939	35	96	106	108	18	9.6	26.4	29.2	29.8	5.0
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	364	2.338	76	158	70	51	9	20.9	43.4	19.2	14.0	2.5
10. urge them to complete the vocational program of their choice	364	4.071	10	12	36	190	116	2.7	3.3	9.9	52.2	31.9

SD - Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Traditional Student Responses To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	357	2.577	69	141	38	90	19	19.3	39.5	10.6	25.2	5.3
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	356	2.441	55	170	55	71	5	15.4	47.8	15.4	19.9	1.4
3. treat them as an outcast . .	355	2.175	88	174	47	35	11	24.8	49.0	13.2	9.9	3.1
4. encourage them to enroll in the vocational field of their choice	355	3.707	8	39	60	190	58	2.3	11.0	16.9	53.5	16.3
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	357	2.485	62	156	52	78	9	17.4	43.7	14.6	21.8	2.5
6. discourage them from trying something new	35[illegible]	2.332	62	180	53	53	7	17.5	50.7	14.9	14.9	2.0
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	355	2.811	24	125	111	84	11	6.8	35.2	31.3	23.7	3.1
8. support change to eliminate sex bias.	355	3.389	20	41	117	135	42	5.6	11.5	33.0	38.0	11.8

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Appendix N

Summary of Responses by Parents of Traditional Students to the Opinion Survey

Summary Of Responses By Parents Of Traditional Students To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
A. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL TEACHER (INSTRUCTOR) will:												
1. welcome any student into their class regardless of whether they are male or female	138	3.899	4	6	9	100	19	2.9	4.3	6.5	72.5	13.8
2. give the same assignments to both male and female students	138	3.928	2	7	7	105	17	1.4	5.1	5.1	76.1	12.3
3. not separate males and females into separate groups for class activities or projects.	137	3.752	2	10	26	81	18	1.5	7.3	19.0	59.3	13.1
4. let only females or only males do all the demonstrations in class	137	2.190	31	71	16	16	3	22.6	51.8	11.7	11.7	2.2
5. make comparisons between performance skills of males and females.	136	2.412	28	59	16	31	2	20.6	43.4	11.8	22.8	1.5
6. encourage only males to choose careers where they can be independent and exercise leadership	136	2.059	33	78	13	8	4	24.3	57.4	9.6	5.9	2.9
7. use the same grading procedures for both male and female students	137	4.073	2	5	5	94	31	1.5	3.6	3.6	68.6	22.6
8. equally encourage both male and female students to complete their vocational program	138	4.058	2	7	6	89	34	1.4	5.1	4.3	64.5	24.6
9. explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.	138	3.761	2	10	27	79	20	1.4	7.2	19.6	57.2	14.5
10. encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex .	137	3.715	4	16	16	80	21	2.9	11.7	11.7	58.4	15.3
11. make information available on the opportunities and benefits of finding a job in their respective fields. . .	137	4.022	4	3	5	99	26	2.9	2.2	3.6	72.3	19.0

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Summary Of Responses By Parents Of Traditional Students To The Opinion Survey

Survey Section	N	$\bar{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
12. make fun of them in class .	138	1.754	67	49	12	9	1	48.6	35.5	8.7	6.5	0.7
13. use textbooks and other materials which show men and women doing the work that is being taught in class . . .	137	3.730	1	10	29	82	15	0.7	7.3	21.2	59.9	10.9
14. provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex . .	137	3.686	4	8	31	78	16	2.9	5.8	22.6	56.9	11.7
15. try to eliminate sex bias in their classroom	135	3.793	4	11	19	76	25	3.0	8.1	14.1	56.3	18.5
16. use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females	137	3.372	6	25	30	64	12	4.4	18.2	21.9	46.7	8.8
B. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that:												
1. a male student will be considered "sissy" if he enrolls in a course made up of mostly females	138	2.732	21	50	19	41	7	15.2	36.2	13.8	29.7	5.1
2. a female student will be considered a "tomboy" if she enrolls in a course made up mostly of males . .	138	2.543	22	60	20	31	5	15.9	43.5	14.5	22.5	3.6
3. a student who enters a course which has usually been for the opposite sex does so for socializing rather than learning	138	2.362	21	69	29	15	4	15.2	50.0	21.0	10.9	2.9
4. some vocational courses are only appropriate for males and others are only appropriate for females	137	3.095	15	39	15	54	14	10.9	28.5	10.9	39.4	10.2
5. a student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades	138	2.428	12	80	24	19	3	8.7	58.0	17.4	13.8	2.2
6. a student will feel uncomfortable in a program that has been traditionally for the opposite sex	138	2.957	7	47	34	45	5	5.1	34.1	24.6	32.6	3.6

SD = Strongly Disagree
D = Disagree
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Summary Of Responses By Parents Of Traditional Students To The Opinion Survey

Survey Section	N	$\overline{X}$	Frequency of Responses					Percentage of Responses				
			SD	D	U	A	SA	SD	D	U	A	SA
7. a student will not be treated fairly in a class made up mostly of members of the opposite sex	138	2.312	16	85	17	18	2	11.6	61.6	12.3	13.0	1.4
8. a student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field	138	2.399	18	72	26	19	3	13.0	52.2	18.8	13.8	2.2
9. all vocational programs should be open to all students	137	4.168	2	8	4	74	49	1.5	5.8	2.9	54.0	35.8
10. female students lack knowledge in math to adequately complete the requirements of a trade and industry program.	138	2.101	44	56	25	6	7	31.9	40.6	18.1	4.3	5.1
11. their school should support the elimination of sex bias .	137	3.766	6	13	18	70	30	4.4	9.5	13.1	51.1	21.9
12. male students lack finger coordination to perform certain skills such as typing	138	2.094	43	63	12	16	4	31.2	45.7	8.7	11.6	2.9
C. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL COUNSELOR will:												
1. use the same admission policy for all students	138	3.942	1	6	12	100	19	0.7	4.3	8.7	72.5	13.8
2. counsel male and female students differently	137	2.650	10	72	15	36	4	7.3	52.6	10.9	26.3	2.9
3. point out sex biases that probably exist in jobs	137	3.650	1	13	25	92	6	0.7	9.5	18.2	67.2	4.4
4. emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only	137	2.949	7	41	44	42	3	5.1	29.9	32.1	30.7	2.2
5. make students aware of possible problems that they may encounter in a class that has traditionally been for one sex only	138	3.717	3	10	18	99	8	2.2	7.2	13.0	71.7	5.8
6. encourage all students to complete all vocational requirements.	138	3.993	3	5	8	96	26	2.2	3.6	5.8	69.6	18.8
7. expose students to persons who have jobs in fields usually made up of the opposite sex	137	3.423	3	24	33	66	11	2.2	17.5	24.1	48.2	8.0

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8. explore a variety of career options with all students . .	137	3.985	2	5	9	98	23	1.5	3.6	6.6	71.5	16.8
9. demonstrate through their actions that vocational counseling is as important for females as it is for males . .	137	4.029	1	6	9	93	28	0.7	4.4	6.6	67.9	20.4
10. try to eliminate sex bias in all career counseling	138	3.812	3	7	21	89	18	2.2	5.1	15.2	64.5	13.0
11. counsel with parents of students who seek training in fields dominated by members of the opposite sex	138	3.348	6	21	41	59	11	4.3	15.2	29.7	42.8	8.0
12. advise students and parents of career options available to all students in vocational education	138	3.855	2	9	16	91	20	1.4	6.5	11.6	65.9	14.5
D. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that the VOCATIONAL PRINCIPAL will:												
1. issue a policy statement of non-discrimination in all vocational programs	136	3.765	2	8	26	84	16	1.5	5.9	19.1	61.8	11.8
2. notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX	136	3.551	1	12	47	63	13	0.7	8.8	34.6	46.3	9.6
3. review all school bulletins, admission policies, graduation requirements, etc. for sex bias	135	3.489	2	19	34	71	9	1.5	14.1	25.2	52.6	6.7
4. not discriminate in the use of equipment or restroom facilities for either sex .	135	3.281	13	22	22	70	8	9.6	16.3	16.3	51.9	5.9
5. publicize through letters or handbooks to parents and students that all vocational courses are open to all students	136	3.787	3	10	17	89	17	2.2	7.4	12.5	65.4	12.5
6. hold training sessions for all school personnel to eliminate sex bias	133	3.444	6	16	35	65	11	4.5	12.0	26.3	48.9	8.3

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7. interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.	133	3.421	4	17	42	59	11	3.0	12.8	31.6	44.4	8.3
8. actively recruit members of the opposite sex into programs which have been traditionally for either males or females .	134	3.269	3	27	43	53	8	2.2	20.1	32.1	39.6	6.0
9. encourage students to complete all vocational program requirements	135	4.044	2	2	10	95	26	1.5	1.5	7.4	70.4	19.3
10. publicize the employment possibilities in all vocational areas for both males and females	13[illegible]	3.838	4	6	17	90	19	2.9	4.4	12.5	66.2	14.0
E. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to find that their FAMILY will:												
1. encourage them to enter whatever vocational area they wish	138	3.978	1	8	8	97	24	0.7	5.8	5.8	70.3	17.4
2. provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females	138	3.812	3	8	20	88	19	2.2	5.8	14.5	63.8	13.8
3. demonstrate interest and support in vocational programs by personal contacts with the school	136	3.809	1	9	22	87	17	0.7	6.6	16.2	64.0	12.5
4. discuss potential problems and solutions that may be of help to them	137	3.898	--	2	13	101	15	--	5.8	9.5	73.7	10.9
5. be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex	138	2.188	27	78	17	12	4	19.6	56.5	12.3	8.7	2.9
6. make fun of them for their interest in enrolling in a class consisting of only males or only females	136	1.978	37	77	13	6	3	27.2	56.6	9.6	4.4	2.2

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7. expect their own career choice to be followed rather than the student's preference of career	138	2.188	35	63	24	11	5	25.4	45.7	17.4	8.0	3.6
8. attempt to change their own sex bias attitudes	135	3.030	15	33	26	55	6	11.1	24.4	19.3	40.7	4.4
9. strongly oppose their enrollment in a field which has traditionally been only for males or only for females	138	2.217	27	73	22	13	3	19.6	52.9	15.9	9.4	2.2
10. urge them to complete the vocational program of their choice	138	4.167	1	4	8	83	42	0.7	2.9	5.8	60.1	30.4
F. A student who enters a vocational program (class) in my school made up of the majority of the opposite sex is likely to feel that their FRIENDS will:												
1. laugh at them for interest in enrolling in a class consisting of the opposite sex	138	2.601	17	66	15	35	5	12.3	47.8	10.1	25.4	3.6
2. discourage them by saying they will not be able to get a job in the field in which they have received training.	137	2.555	17	67	17	32	4	12.4	48.9	12.4	23.4	2.9
3. treat them as an outcast . .	138	2.101	26	86	15	8	3	18.8	62.3	10.9	5.8	2.2
4. encourage them to enroll in the vocational field of their choice	137	3.854	--	11	20	84	22	--	8.0	14.6	61.3	16.1
5. discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex .	138	2.275	20	81	16	21	--	14.5	58.7	11.6	15.2	--
6. discourage them from trying something new	137	2.234	19	87	14	14	3	13.9	63.5	10.2	10.2	2.2
7. tell them it will be easy to find a job in an area usually held by members of the opposite sex	137	2.474	10	73	35	17	2	7.3	53.3	25.5	12.4	1.5
8. support change to eliminate sex bias.	136	3.279	10	20	36	62	8	7.4	14.7	26.5	45.6	5.9

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